

Conference Abstracts

5th Biennial Conference
International Academy for Intercultural Research

University of Groningen, The Netherlands

July 9-12, 2007

Edited by

Jan Pieter van Oudenhoven

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&

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Welcome

On behalf of the program committee and the organizing committee we welcome you to the 5th Biennial Conference of the International Academy for Intercultural Research in Groningen. With previous conferences being held in Fullerton (California), Oxford (Mississippi), Taipei (Taiwan), and Kent (Ohio), this is the first time the IAIR Conference is held in Europe.

The 5th Biennial Conference of the International Academy for Intercultural Research aims to bring together researchers and practitioners from the broad range of intercultural and cross-cultural psychology, and communication. The conference includes eminent keynote speakers and symposia representing a range of theoretical and applied topics.

The conference, with 11 symposia, 13 paper sessions, and a broad poster session, has attracted intercultural and cross-cultural researchers from over 29 countries. As an impression of the international composition of the participants, the distribution of participants over countries, according to country of origin, is presented below.

Country	Number of participants	Country	Number of participants
The Netherlands	35	Singapore	2
USA	32	Taiwan	2
Belgium	10	Estonia	1
United Kingdom	10	Finland	1
Canada	7	Gambia	1
Germany	7	Georgia	1
France	6	Ghana	1
New Zealand	6	Italy	1
China	5	Liberia	1
Nigeria	4	Malaysia	1
Israel	3	Nepal	1
Japan	3	Palestine	1
South Africa	3	Spain	1
Haiti	2	Sweden	1
Pakistan	2	Switzerland	1
Poland	2	Uganda	1

Table 1. Distribution of participants over countries

We wish you a stimulating and pleasant conference,

Jan Pieter van Oudenhoven

Linda Tip

Marjon van den Bos

Lucia Bethlehem

Organization

IAIR program committee

Professor Jan Pieter van Oudenhoven, University of Groningen, The Netherlands

Professor Dan Landis, University of Hawaii, USA

Professor Oliver C.S. Tzeng, Purdue University, USA

Professor Ken Cushner, Kent State University, USA

Professor Dharm Bhawuk, University of Hawaii, USA

Local organizers

Jan Pieter van Oudenhoven

Linda Tip

Marjon van den Bos

Lucia Bethlehem

Conference venue

The opening session will take place in the Academy Building, Broerstraat 5, 9712 CP Groningen, phone: +31-(0)50-363-9111.

All other sessions will take place at the Department of Psychology, Grote Kruisstraat 2/1, 9712 TS Groningen, phone: +31 (0)50 363-6917 / +31 (0)50 363-6397.

Conference address

IAIR/Jan Pieter van Oudenhoven

Department of Psychology

University of Groningen

Grote Kruisstraat 2/1

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Phone: +31 50 363-6917 / +31 50 363-6397

Fax: +31 50 3636304

Web page: <http://www.interculturalacademy.org>

E-mail: iairconference@rug.nl

Conference office

The registration desk is located in the entrance hall of the Department of Psychology, the Munting Building (Munting Gebouw), from Monday till Tuesday.

Groningen: City and university

Groningen City

Groningen is first mentioned by name in 1040, but the oldest traces of habitation date from as early as 300 to 200 BC, when there was one or more settlements to the west of the river Aa (now the Westersingel). From 600 or 700 people lived where the Grote Markt (central city square) is now, previously an enclosure. The city lies on the northern point of the ridge known as the Hondsrug. This used to be the only link between the plateau of Drenthe (province south of the city of Groningen) and the 'Hogeland', the sea clay area north of Groningen. This situation, with its link to the sea, enabled the city to build up a central trading position in the region. During the 15th century the city-state of Groningen reached its greatest power. This period is called Groningen's 'golden age'. The Martini Tower and Church (at the central city square) and the Aa Church testify to this prosperity.

The medieval city was walled; the city grew between 1612 and 1630, and the walls were erected in the form of seventeen bastions. In 1672, the Bishop of Munster, Bernhard van Galen, known as 'Bombing Berend' in Groningen folklore, besieged the city. But after a long and unsuccessful campaign he was forced to retreat on August 28, to the inhabitants' great joy. The event is still exuberantly celebrated every year with activities in the whole city. Splendid fireworks close the evening.

At this moment, Groningen has 180,000 inhabitants.

The university of Groningen



The University of Groningen (RUG), one of the oldest in Europe, was founded in 1614. It has a long academic tradition encompassing virtually every scientific discipline. With over 22,500 students, the RUG is one of the largest universities in the Netherlands.

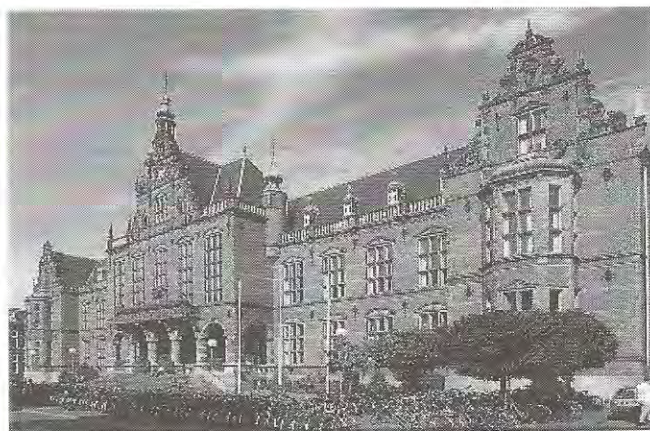
Over the nearly 400 years of its existence, the RUG has evolved into a modern university with excellent researchers "working at the frontiers of knowledge". These same researchers also provide the teaching at the RUG, resulting in a close interweaving of teaching and research. RUG students can count on excellent teaching in the various Bachelor's and Master's degree courses. Exceptionally talented and motivated students will be offered the opportunity to participate in one of the honors programs in the Bachelor's degree phase or in a Research-Master's degree course.

During its history, the University of Groningen has been educating people to serve society. All this knowledge and experience has stimulated the University of Gronin-

gen to become what it now is: a modern, international university. It is a university with its own *character*. This is partly due to its geographical situation in the north of the country. The university of Groningen is bold enough to be different: sober, but inventive; reliable, but surprising; solid, but prepared to accept challenges. The University of Groningen not only admitted the first-ever female student in the country but also produced the first Dutch space traveler: pioneering is a trait that is fundamental to this university. People talk to one another in Groningen: researchers from various disciplines co-operate and arrive at achievements that are recognized as belonging to the international top. Staff and students are engaged in educational renewal; the university and the commercial sector are in close contact. Above all, Groningen is a convivial city, a magnet to students. They keep the university and the city youthful. The University of Groningen is a classical university that knows the challenges of the future.

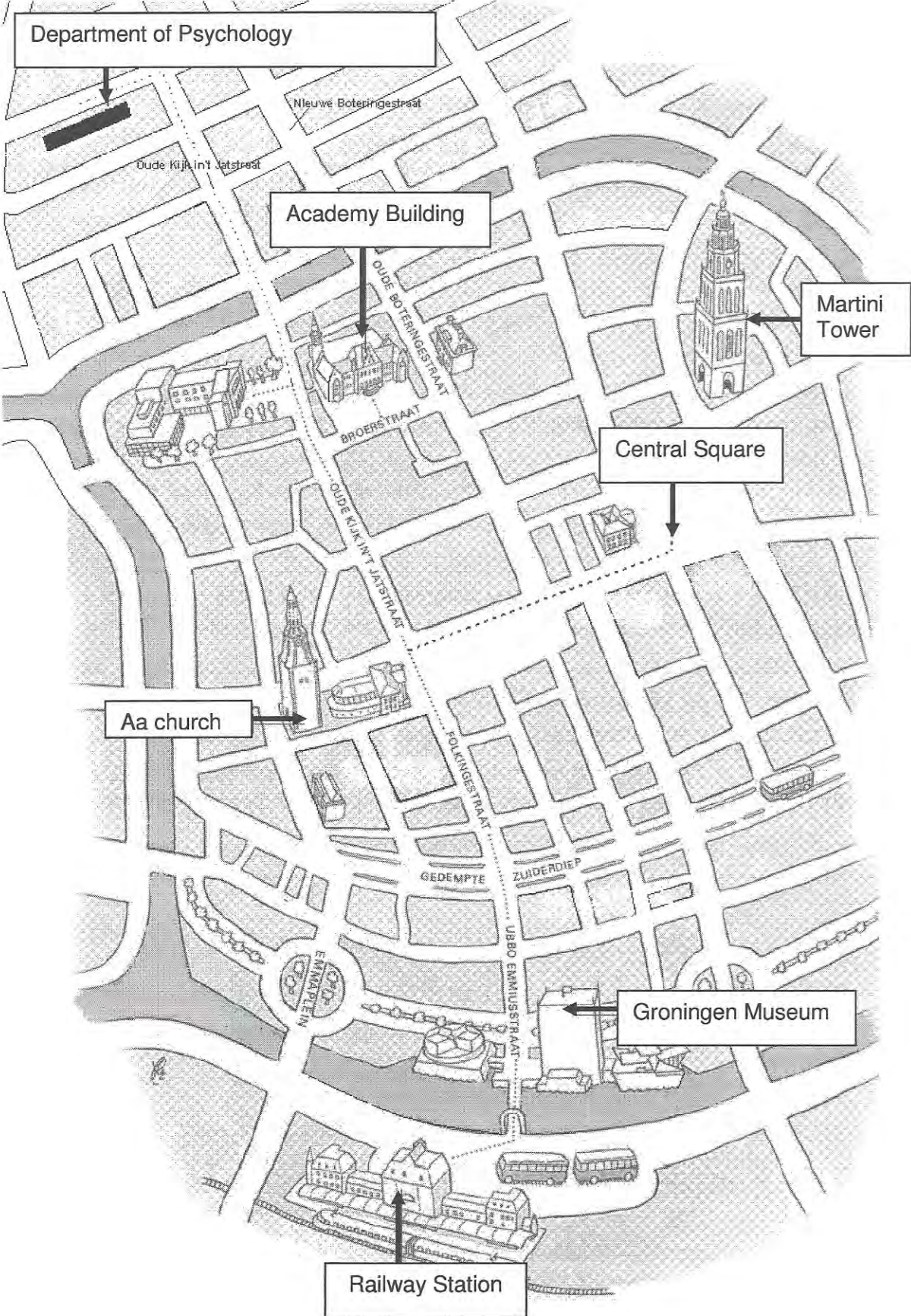
At the RUG, scientists from various disciplines work together in research schools and institutes. It goes without saying that these researchers have many international contacts. These partnerships are international in both a literal and a figurative sense and form an ideal breeding ground for innovative research. National comparisons reveal that this type of partnership is very successful in competitive international fields. Thus research at the RUG is conducted at levels of excellence well above the norm. We also have a number of first-class research groups internationally recognized to be at the forefront of their fields.

The RUG of course is not an island. From a social point of view, the RUG is strongly embedded in the city of Groningen. With more than 5,000 members of staff, the RUG is one of the largest employers in the northern part of the Netherlands. The large number of students 'reduces' the average age of the Groningen population; partly for this reason the city has a lively, dynamic character. It is a city with a rich cultural life where new inhabitants quickly feel at home.



Academy Building (University Main Building)

City map



General information

Useful information

Essentially all hotels in Groningen city are at walking distance from the conference venue. The city center, within the canals, is rather compact. The shopping and entertainment district is in the heart of the city where pubs, restaurants, museums, and cinemas are largely in pedestrian areas. Within the canals there is in general no real need of public transportation. In case one might need a cab, there is a cab rank on the central square (Grote Markt) near the Martini Tower and at the railway station.

Parking

There are several parking garages, a few of which are open 24 hours. Parking outside is restricted. Parking in these garages costs about 1.50 Euros or more per hour.

Post office

The central post-office is located opposite the front of the Aa-kerk, Munnekeholm 1. Opening hours are from 9.00 till 18.00. Mondays from 10.00 till 18.00 and Saturdays from 10.00 till 13.30.

Shops

Most of the shops open at 9.00 or 10.00 in the morning and close at 18.00 (an exception: on Thursdays, all shops close at 21.00). Supermarkets may be open until 20.00 or 22.00 hours. In the Boteringestraat, near the Academy Building, there is an evening shop (food and beverages) that closes at 24.00. At the Grote Markt (central square) is a department store called V&D, which closes at 20.00. A large academic bookstore, called Selexyz Scholtens, is located at Guldenstraat 20, close to the Grote Markt. As a rule, credit cards are not accepted in shops. ATM's (money automats) are at several places in the city center. One is directly opposite to the Academy Building.

Important phone numbers

Emergency number (free) for fire/ambulance/police: 112

Non-emergency number police: 0900-8844

Tourist-office

The tourist office is located at the central square (Grote Markt 25), next to the Martini Tower. Phone number: 0900-2023050

Internet

At the Department of Psychology, two rooms will be available with free internet access. These are rooms H222 and M0027.

Copying

A copy shop, called Copy Corner, is near the conference venue, in the Nieuwe Boringestraat. To get there, go out of the Psychology faculty to the right, walk straight on, and after about 2 minutes walking you will see the copy shop at the second crossing.

Social Events

Opening ceremony

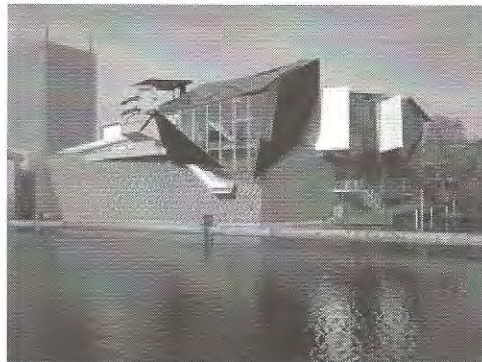
The opening ceremony on Monday, July 9, will take place in the Academy Building, Broerstraat 5 (see city map), starting at 17.00 hours.

Welcome reception

A welcome reception & buffet is offered to all participants on Monday evening in the medieval gothic A-church (Der Aa-Kerk), Akerkhof 2 (see city map), starting at 18.30 hours.

Visit to Groningen Museum

Participants are invited to a visit, exclusively for conference participants, to the Groningen Museum (see city map) on Wednesday at 17.15 hours. Please, put your name on the list at the registration desk or conference office. Further information will be provided during the conference.



Farewell dinner

The farewell dinner will be held in Kaap Hoorn, a unique place at the border of the Lake. Costs of conference dinner are € 35. Tickets can be purchased in the conference office until Tuesday.



PROGRAM SCHEDULE

Monday July 9

FELLOWS DAY
Munting Building
Department of Psychology
Grote Kruisstraat 2/1

Registration:
Munting Building
Department of psychology
Grote Kruisstraat 2/1

**Opening session by the President of the University,
the Dean of Social Sciences and the President of the Intercultural Academy
Academy Building**

Welcome reception in the medieval gothic A-church with buffet and drinks

9.00-16.00

12.00-16.30

17.00-18.00

18.30-21.00

Tuesday July 10

Registration
Munting Building
Dept of Psychology
Grote Kruisstraat 2/1

	Room A	Room B	Room C
8:30-14:00	<p>Symposium I</p> <p>Predictions of 6-Stage 7-Gradient At-tainments in Intimate Relationships: 200+ International and Inter-group Comparisons of multiple indices and love quotients</p> <p>Convenor: Oliver Tzeng</p> <p>Discussants: Dan Landis, Ken Cushner, Dharm Bhawuk & Rosita Albert</p>	<p>Symposium II</p> <p>Cultural maintenance and cultural adapta-tion among Moroccan and Turkish immi-grants in Belgium: measurement issues and relationships with cognitive and emotional functioning</p> <p>Convenor: Johnny R.J. Fontaine</p>	<p>Paper session</p> <p>Diversity within organizations</p> <p>Chair: Karen I. van der Zee</p>
9:00-10:40	<p>Backgrounds, standards, goals and func-tions of the TORP-n-LQ model and do-main related issues</p> <p>Oliver Tzeng</p>	<p><i>The impact of acculturation on the WISC-III differences between Belgian and immi-grant adolescents</i></p> <p>Johnny R.J. Fontaine, Hans Groenvynck, Stefaan de Clercq & Mark Schittekatte</p>	<p>9:00-9:25 PA: 1</p> <p><i>The negative and positive effects of diver-sity on expectations of group outcomes</i></p> <p>Elze Ufkes, Karen I. van der Zee & Paul Paulus</p>
	<p><i>Important commonalities and unique-nesses of cultures</i></p> <p>Annamaria Lammel & Jeaw-Mei Chen</p>	<p><i>Assessing the factorial validity of the be-havioral acculturation evidence for a bi-dimensional model</i></p> <p>Hans Groenvynck, Koen Beirens, Judit V. Arends-Toth & Johnny R.J. Fontaine</p>	<p>9:25-9:50 PA: 2</p> <p><i>Cultural diversity in organizations: en-hancing identification by valuing differ-ences</i></p> <p>Kyra Luijters, Karen I. van der Zee & Sa-bine Otten</p>

Continued 9.00-10.40	<p><i>Measurement goals and strategies (from psychometric, international and clinical perspectives)</i> Oliver Tzeng, Annamaria Lammel & Ming-ts Lai</p>	<p><i>Acculturation and psychosomatic well-being among Turkish and Moroccan immigrants in Belgium</i> Koen Beirens & Johnny R.J. Fontaine</p>	<p>9.50-10.15 PA: 3 <i>Determinants of work outcomes in culturally diverse groups at work: The role of diversity perspectives, intercultural group climate, and negative meta-stereotypes</i> Sabine Otten, Kyra Luijters, Josje van Duin & Martine Hoefsloot</p>
	<p><i>Issues and requirements for internet website services</i> Scott Lister, Albert Lai & Mark Federwisch</p>	<p><i>Strengths and difficulties of adolescents of Turkish descent in Belgium</i> Emine Karanfil, Koen Beirens & Johnny R.J. Fontaine</p>	<p>10.15-10.40 PA: 4 <i>Measuring intentions and behaviour: Allocentrism and idiocentrism in cultural contexts</i> Catherine T. Kwantes, Sobia Ali, Ben C.H. Kuo & Shelagh Towson</p>
	<p><i>International social and clinical potentialities of new psychological constructs</i> Jeaw-Mei Chen, Ming-ts Lai & Annamaria Lammel</p>		

Break 10.40 – 11.00

Ⓢ	Room A	Room B	Room C
11.00 - 12.40	<p>Symposium III Re-adjusting and re-adapting, re-entry to the homeland symposium Convenors: Michael J. Curran & Nan M. Sussman</p>	<p>Symposium IV Social identity conflicts in organizational and cultural context: Triggers, responses and leadership strategies Convenor: Vijayan Munusamy Discussant: Dharm P.S. Bhawuk</p>	<p>Paper session: Acculturation (I) Chair: Ellen Giebels</p>
	<p><i>The green grass of home: a study of re-entry to Ireland</i> Michael J. Curran</p>	<p><i>Events triggering social identity conflicts</i> Marian Ruderman, Todd Weber, Donna Chrobot-Mason & Robert Solomon</p>	<p>11.00-11.25 PA: 5 <i>Acculturation and adaptation among second generation immigrant youth in Montreal and Paris</i> John W. Berry & Colette Sebatier</p>
	<p><i>Cultural transition and change in social identity: MLAL's returned volunteers</i> Daniela Grisi</p>	<p><i>Managing identity conflicts: perspectives across organizational and cultural level</i> Kelly Hannum, Todd Weber, Vijayan Munusamy & Bill Gentry</p>	<p>11.25-11.50 PA: 6 <i>Gender differences and well-being among Iranian refugees in the Netherlands</i> Annet te Lindert</p>
	<p><i>Immigrants' stories of migration and return in the Israeli context</i> Michal Tannenbaum</p>	<p><i>Leadership strategies for bridging social identity differences</i> Chris Ernst, Sarah Glover, Donna Chrobot-Mason, Marian Ruderman & Jeff Yip</p>	<p>11.50-12.15 PA: 7 <i>Microanalysis of processes of acculturation of exchange students in Russia</i> Irina Suanet & Fons van de Vijver</p>

	<p><i>Hong Kong remigration, cultural identity, and psychological consequences</i> Nan M. Sussman</p>		<p>12.15-12.40 PA: 8 <i>Attachment and acculturation attitudes: a study among different age groups</i> Jacomijn Hofstra & Jan Pieter van Oudenhoven</p>
<p>Lunch 12.40- 14.00</p>			
<p>14.00-15.00</p>	<p>KEY NOTE: Geert Hofstede Studying culture is asking for trouble Introduced by Young Kim Room A</p>		

Break 15.00 – 15.30

⌚	Room A	Room B	Room C
	<p>Symposium V Performance and adaptation abroad: recent findings about critical success factors Convenors: Ursula Brinkmann & Dianne van Hemert</p>	<p>Symposium VI Internationalizing Youth and Young Adults Convenor: Robert C. Weigl; Discussant: Dharm P.S. Bhawuk</p>	<p>Paper session Acculturation (II) Chair: Annemaria Lammel</p>
15.30 – 17.10	<p><i>Like it or leave it? Taking initiative in international assignments</i> Anne-Grit Albrecht & Juergen Deller</p>	<p><i>Promoting intercultural sensitivity in young people: developmentally appropriate practice</i> Kenneth Cushner</p>	<p>15.30-15.55 PA: 9 <i>Socio-cultural and psychological adaptation of Russian-speaking minorities in Estonia</i> Larissa Kus & Toomas Niit</p>

<p><i>Predictive validity of the Multicultural Personality Questionnaire: A longitudinal study on the socio-psychological adaptation of Asian undergraduates in a study-abroad program</i> Chan-Hoong Leong</p>	<p><i>Secondary school study abroad: a first step in life-long intercultural learning?</i> Bettina Hansel</p>	<p>15.55-16.20 PA: 10 <i>Acculturation and adaptation of immigrant adolescents of the Diaspora in Greece</i> Frosso Motti-Stefanidi, Vassilis Pavlopoulos, Jelena Obradovic & Ann S. Masten</p>
<p><i>Cross-cultural patterns in intercultural competences</i> Dianne A. van Hemert & Ursula Brinkman</p>	<p><i>The identification of formal and informal elements of international education impacting intercultural awareness of college age youth</i> Les McCabe</p>	<p>16.20-16.45 PA: 11 <i>Eastern European migration to Britain</i> Kinga Kunowska & Robin Goodwin</p>
<p><i>Predictive validation of an intercultural assessment center</i> Elisabeth Prechtl</p>	<p><i>Promoting intercultural sensitivity and curiosity through a self-study process</i> Robert C. Weigl</p>	<p>16.45-17.10 PA: 12 <i>The immigrant of today is the host of tomorrow.</i> <i>Changing perspectives on immigration between nations and within nations</i> Jan Pieter van Oudenhoven</p>
		<p>17.10- 17.35 PA: 13 <i>Rethinking the Diversity Paradigm - South African Practices</i> Melissa Steyn</p>
<p style="text-align: center;">Free evening</p>		

Wednesday July 11

Room A	Room B	Room C	Room D
<p>Symposium VII The role of religion and values on acculturation and intercultural relations Convenors: Vassilis Saroglou & Jan Pieter van Oudenhoven</p>	<p>Paper session Globalization and societies (I) Chair: Maykel Verkuyten</p>	<p>Paper session Acculturation (III) Chair: Nan Sussman</p>	<p>BEST DISSERTATION AWARDS</p>
<p><i>Religion, multiple identities, and acculturation:</i> <i>A study of Muslim immigrants in Belgium</i> Vassilis Saroglou & François Ma-thijsen</p>	<p>9.00-9.25 PA: 14 <i>Intercultural Communication and the Next Wave of Globalization-Chindia-Globalization</i> Wenshan Jia</p>	<p>9.00-9.25 PA: 18 <i>The integration of immigrants in the Helsinki area. Longitudinal study 1997-2004</i> Inga Jajinskaja-Lahti</p>	<p>Judy Lin & Chan -Hoong Leong</p>
<p><i>Can the Post-Critical Belief Scale be used among Muslim immigrants in Belgium? Comparing internal structure and relationships with value priorities</i> Johnny R.J. Fontaine & Yin Chan Hong</p>	<p>9.25-9.50 PA: 15 <i>Individual internationality in an increasingly interconnected world</i> Gerard Fry & Kyoung-Ah Nam</p>	<p>9.25-9.50 PA: 19 <i>Evidence for a "migrant personality" - Attachment styles of Poles in Poland and The Netherlands</i> Elzbieta Polek, Jan Pieter van Oudenhoven & Jos ten Berge</p>	

9.00-10.40


<p><i>Virtues among religious leaders, teachers and parents</i> Marloes Pomp & Jan Pieter van Oudenhoven</p>	<p>9.50-10.15 PA: 16 <i>The relationship between career, supervisor and colleague oriented commitment and OCB: Findings from Turkish and Dutch employees</i> Nevra Cem Ersoy, Marise Ph. Born, & Henk van der Molen</p>	<p>9.50-10.15 PA: 20 <i>When attitudes do not fit: Different expectations about acculturation lead to intergroup threat</i> Anette Rohmann & Ursula Pi-ontkowsky</p>	
<p><i>Implicit virtues among lay opinion leaders: local politicians and pop singers</i> Irene Taroni & Jan Pieter van Oudenhoven</p>	<p>10.15-10.40 PA: 17 <i>Work centrality and values: A 22-European nation study</i> Charlotte Wittenkamp & Sharon Glazer</p>	<p>10.15-10.40 PA: 21 <i>Four corners of the Diaspora: comparisons of Jewish acculturation in New Zealand, Australia, Canada and the United States</i> Michelle Amie Gezentsvey</p>	

Break 10.40- 11.00

<p>⌚</p>	<p>Room A</p>	<p>Room B</p>	<p>Room C</p>	<p>Room D</p>
<p>Symposium VII (continued) The role of religion and values on acculturation and intercultural relations Convenors: Vassilis Saroglou & Jan Pieter van Oudenhoven.</p>	<p>Symposium VIII The role of religion within the process of acculturation: Convenor : Ónver Cetrez</p>	<p>Symposium IX Intercultural relations between immigrants and hosts: New empirical contributions Convenor: Karen Phalet</p>	<p>Paper session Globalization and societies (II) Chair: Robin Goodwin</p>	

<p>11.00-11.25</p> <p><i>Religious beliefs, acculturation, and psychological well-being among North African immigrants in Belgium</i></p> <p>Mike Friedman & Vassilis Saroglou</p>	<p><i>Role of religion in negotiating personal and social identity: Experiences of identity adaptation and conflict among Assyrian youth in Sweden</i></p> <p>Önver Cetrez.</p>	<p><i>Are perceived discrepancies in acculturation orientations a problem for the acculturation process?</i></p> <p>Joke Meeus & Norbert van Belsaere</p>	<p>11.00-11.25 PA: 22</p> <p><i>Osmosis in the Dutch society</i></p> <p>Hans Spijkerman</p>
<p>11.25-11.50</p> <p><i>Religion as a vehicle in the acculturation process: the case of Muslims in Poland</i></p> <p>Halina Grzymala-Moszczyńska</p>	<p><i>Ethnic versus civic political mobilisation among second-generation Turks</i></p> <p>Gulseli Baysu</p>	<p><i>The psychological function of meaning-making rituals for negotiating majority-minority acculturation strategies: experience from the Swedish school system</i></p> <p>Valerie DeMarinis</p>	<p>11.25-11.50 PA: 23</p> <p><i>To whom should I turn for help with my child? Helping attitudes among immigrant and host parents</i></p> <p>Gabriel Horenczyk & Moshe Tatar</p>
<p>11.50-12.15</p> <p><i>The Guanxi Reinforces the Service Quality: The Insurance Industry in Taiwan</i></p> <p>Meiling Wong</p>	<p><i>The 'Integration paradox' of highly educated and acculturated Dutch-born Muslim youth</i></p> <p>Veronique Van de Zande & Karen Phalet</p>	<p><i>Globalisation, nationalism and ethnicity: the De la Rey phenomenon in post-apartheid South Africa</i></p> <p>Eliree Borrmann</p>	<p>11.50-12.15 PA: 24</p> <p><i>The Guanxi Reinforces the Service Quality: The Insurance Industry in Taiwan</i></p> <p>Meiling Wong</p>
<p>12.15-12.40</p> <p><i>Globalisation, nationalism and ethnicity: the De la Rey phenomenon in post-apartheid South Africa</i></p> <p>Eliree Borrmann</p>			<p>12.15-12.40 PA: 25</p> <p><i>Globalisation, nationalism and ethnicity: the De la Rey phenomenon in post-apartheid South Africa</i></p> <p>Eliree Borrmann</p>

	<p style="text-align: center;">Lunch 12.40 – 14.00 (posters are being exhibited)</p>
<p style="text-align: center;">13.00-14.00</p>	<p style="text-align: center;">Special Session: Globalization and Intercultural Conflict: Exploring Collaborations and Projects to Reduce Large Scale Intercultural Conflict Convenor: Rosita Albert, Presentations: Rosita Albert & Dharm Bhawuk Room B</p>
<p style="text-align: center;">14.00-15.00</p>	<p style="text-align: center;">KEY NOTE: Fons van de Vijver Multiculturalism Introduced by Karen van der Zee Room A</p>
<p style="text-align: center;">15.00-17.00</p>	<p style="text-align: center;">Break and Poster session</p>

 15:00-17:00	<p>Room M. 164</p> <p>Poster session I</p> <p>Acculturation of immigrants and international students</p> <p>Immigrants:</p> <p><i>Enculturation and acculturation: Chinese immigrant adolescent experiences</i> June Li</p> <p><i>Acculturative stress and nostalgia in immigrant adolescents: Changes in time and the predicting variables</i> Eugene Tartakovsky</p> <p><i>The impact of socio-economic status and attachment styles on urban hosts' attitudes towards adaptation strategies of rural migrants in China</i> Huadong Yang</p> <p><i>Who Are These Young Assyrian Women? Participatory Action Research For, With and About Young Assyrian Women</i> Philippa Collie</p>	<p>Room M.55</p> <p>Poster session II</p> <p>International business and expatriates</p> <p><i>Expatriates in contact with host nationals</i> Marian van Bakel</p> <p><i>The need for inclusion of host nationals in cross-cultural trainings</i> Martina Maletzky</p> <p><i>The Validation of Intercultural Business Corruptibility Scale (IBCS)</i> Chan-Hoong Leong</p> <p><i>Cultural Traits, Post-merger Cross-Cultural Strategies and Employee Satisfaction after International Mergers and Acquisitions</i> Frank Cao & Jinna J. Song</p> <p><i>Investigating adjustment to domestic and international personnel transfers: Towards addressing conceptual and methodological deficiencies</i> Thomas Hippler</p>	<p>Room M.155</p> <p>Poster session III</p> <p>Culture and psychological problems</p> <p><i>Reporting Sexual Harassment in Argentina, Brazil, and Chile</i> Rebecca Merkin</p> <p><i>Counseling in Multicultural Societies in an Era of Globalization: Challenges and Pitfalls</i> Moshe Tatar</p> <p><i>Employment Discrimination against Arabs: Results of a Correspondence Study in a Large Dutch Metropolitan Area</i> Eva Derous</p> <p><i>Workforce diversity: sexual orientation discrimination in Thailand</i> Chetsada Noknoi</p> <p><i>The SON-R nonverbal intelligence tests</i> Peter Tellegen</p>
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*Cosmopolitan identity – the overlooked element
in policies on immigrants' adaptation*

Elzbieta Polek & Jan Pieter van Oudenhoven

Integration & Citizenship

Jacqueline Rothfus

*Cognitive Development of Chinese Children in
the Netherlands*

Wu Yingxiang

Why value congruence is not a path to peace

Nathalie van Meurs

Students:	Poster session IV	Poster session V
<p><i>Domestic vs. International adaptation. The case of French and Canadian vs. Vietnamese students in France and Canada.</i> Camille Brisset</p>	<p>Intergroup attitudes and cultural identities</p> <p><i>French children's ethnic attitudes: in-group and out-group evaluations</i> Julie Rousseau</p>	<p>Cultural differences: Diversa</p> <p><i>Relation between intercultural sensitivity and demographics</i> Hsiao-Yin Chen</p>
<p><i>Asian students' cultural adaptation in France. A comparative study between Chinese sojourners students and Vietnamese international students</i> Camille Brisset</p>	<p><i>Perception of the Potential Enemy: How Israeli and Palestinian Students Perceive Each Other's Values</i> Veronique Eicher</p>	<p><i>Diversity makes the Difference: The Influence of Leadership and Organizational Climate on Diversity Outcomes.</i> Frouke de Poel</p>
<p><i>Effects of a Wellness Program on International Students' Adjustment</i> Karen Hung</p>	<p><i>The development of Basque identity: School and Family influences. Basque identity, Subjective vitality, Ethnic consciousness.</i> Elorri Garat Bidart</p>	<p><i>The impact of cultural diversity on the design and usability of consumer products</i> Chajooong Kim</p>
<p><i>Psychological profile of Chinese Student Sojourners in France</i> Laura Neulat</p>	<p><i>The openness of ethnic identity in Estonia</i> Anneli Veisson</p>	<p><i>Interpersonal trust across cultures</i> Merisa Mealy</p>
	<p><i>Virtues in the Islamic religion as viewed by Dutch imams</i> Anand Blank</p>	<p><i>Assessing the developmental context of minority children: Adaptation of the HOME Scale for Turkish-German toddlers</i> Berrin Ozlem Otyakmaz</p>
	<p><i>Turning Points in Intercultural Marriage: Experiences of Japanese Wives in the American Culture</i> Yoko Sugihara</p>	<p><i>How Taiwan's teacher education programs promote future teacher's knowledge of curricula that foster bilingualism in children</i> Lan-Yin Chou</p>
	<p><i>The Stage of Culture Shock and Styles of Coping in Another Culture</i> Anna Jurek</p>	<p><i>Factors of Dutch values</i> Boele de Raad & Jan Pieter van Oudenhoven</p>
		<p><i>Mutual Self-Enhancement in Japan and the United</i> David Dalsky</p>

15.30-17.00	<p>Workshop: Theory, measurement and pursuit of ideal partners: Can subjective ideals in intimate relationships be systemized by objective profiles and quantitative indices? Convenor: Oliver Tzeng; Discussants: Dan Landis, Ken Cushner, Dwarm Bhawuk, Rosita Albert Room A.</p>
15.30-17.00	<p><i>Review of the TORP-n-LQ Model and introduction to eLovePrism website, including information webpages, questionnaires, memberships, and data types</i> Oliver Tzeng</p> <p><i>Implementation of eLovePrism website and international service capabilities</i> Scott Lister, Albert Lai & Oliver Tzeng</p> <p><i>Illustrations of international empirical applications</i> Annmaria Lammel & Jeaw-Mei Chen</p> <p><i>Maintenance and coordination of international services</i> Federwisch & Liyun Lai</p> <p><i>A user's report and evaluation (from the audience)</i> Ming-ts Lai</p> <p><i>Implications for scientific studies and clinical and social services</i> Oliver Tzeng, Annmaria Lammel & Jeaw-Mei Chen</p> <p><i>International operations and communications</i> Liyun Lai & Diana Tzeng</p>

Visit to the Groninger museum 17.15 – 18.30

Free Evening

Thursday July 12

		Room C	
	Room A	Room B	Room C
☉	<p>Symposium X Integration and mutual accomodation of cultural groups in the Netherlands Convenor: Karen van Oudenhoven-van der Zee <i>National policy for ethnic minorities; the case of the Netherlands</i> Chan E.S. Choenni</p>	<p>Paper session Identity and intergroup attitudes (I) Chair: Michael Curran 9.00-9.25 PA: 26 <i>National identity development among Palestinian students in paradoxical socio-political contexts</i> Ibrahim Makkawi</p>	<p>Paper session Intercultural communication Chair: Vassilis Saroglou 9.00-9.25 PA: 29 <i>Sociocultural adaptation and intercultural sensitivity among international instructors of Teaching English as a Foreign Language (TEFL) in universities and colleges in Taiwan</i> Cheng-ji Lai</p>
	<p><i>Support for multiculturalism among main-streamers and Turkish immigrants in Flanders and the Netherlands</i> Fons J.R. van de Vijver, Thijs Maes & Krista van Mourik</p>	<p>9.25-9.50 PA: 27 <i>Intercultural relations including Central Eastern Europe: An identity negotiation perspective</i> Wim Swaan</p>	<p>9.25-9.50 PA: 30 <i>Cultural intelligence/language: A barrier to success</i> Jennifer Crimiel & Jeanette S. Martin</p>
	<p><i>Ethnic, religious and national identity among Turkish-Dutch Muslims</i> Maykel Verkuyten</p>	<p>9.50-10.15 PA: 28 <i>Intercultural contact and sojourner adjustment: An identity negotiation perspective</i> Jane Jackson</p>	<p>9.50-10.15 PA: 31 <i>Building intercultural business communicative competence through conceptual curricula: For Chinese learners</i> Frank DC. Cao & Jinna J. Song</p>
		<p>10.15-10.40 <i>Globalization and job performance</i> Maria Assumpta Aneas Alvarez</p>	

Break 10.40 – 11.00

	Room A	Room B	Room C	Room D
⌚	<p>Symposium X (continued) Integration and mutual accommodation of cultural groups in the Netherlands Convenor: Karen van Oudenhoven-van der Zee</p> <p><i>Accommodation in intercultural interactions: The effects of different influential messages in police interviews as a function of culture</i> Ellen Giebels & Karlijn Beune</p> <p><i>Colourfulness as a challenge or a threat? Reactions to diversity in the domain of work</i> Karen van der Zee</p>	<p>Paper session Identity and intergroup attitudes (II) Chair: Sabine Otten</p> <p>11.00-11.25 PA: 32 <i>Acculturation by way of religion? Identity strategies of Moroccan adolescents in the Netherlands</i> Susan Ketner</p> <p>11.25-11.50 PA: 33 <i>Cultural factors in intergroup attitudes: Individualism-collectivism and attitudes toward the White and Black Others</i> Anna Kwiatkowska</p>	<p>Paper session Communication within organizations Chair: Gabriel Horenczyk</p> <p>11.00-11.25 PA: 36 <i>The transformation of the cultural dimensions</i> YiHong Wang</p> <p>11.25-11.50 PA: 37 <i>Diversity in organizations: On the effects of culturally diverse workforces in the New Zealand context</i> Astrid Podsiadlowski</p>	<p>Paper session Culture: Diversa Chair: Chan-Hoong Leong</p> <p>11.00-11.25 PA: 40 <i>Cultural Intelligence: Scale development and Psychometric properties</i> Ly Phan</p> <p>11.25-11.50 PA: 41 <i>Investigating the influence of ethnic identities and intergroup contact on anxiety/uncertainty and communication satisfaction – a study of three Chinese ethnic groups</i> Steve Kulich</p>

	<p>11.50-12.15 PA: 34</p> <p><i>Autonomy and relatedness orientations among German and Turkish-German students</i></p> <p>Berrin Özlem Otyakmaz & Cigdem Kagitcibasi</p>	<p>11.50-12.15 PA: 38</p> <p><i>Individual differences in self-representation: development of a measure of identity orientation and implications for diversity in work groups and organizations</i></p> <p>Menno Vos, Karen I. van der Zee & Bram Buunk</p>	<p>11.50-12.15 PA: 42</p> <p><i>Comparative research on social and cognitive models of minority ethnic identities: Totonacs (Mexico), Guadeloupean (France), Hungarian (Romania), and Jewish (Argentina)</i></p> <p>Anmmaria Lammel</p>
<p>12.15-12.40 PA: 35</p> <p><i>When the nail that stands out is not pounded down: priming vertical individualism in Japan and in the United States</i></p> <p>David Dalsky</p>	<p>12.15-12.40 PA: 39</p> <p><i>Can online interactions lead to changes in attitude towards those of another culture? An exploratory study with French and American university students</i></p> <p>Rosita Albert & Grace Coggio</p>	<p>12.15-12.40 PA: 43</p> <p><i>Preferred organizational cultures: A search for general as well as culture-specific characteristics</i></p> <p>Catherine T. Kwantes & Cheryl A. Boglarsky</p>	

Lunch 12.40 – 14.00

KEY NOTE : Colleen Ward:

Thinking outside the Berry Box:

New perspectives on Identity and acculturation

Introduced by John Berry

14.00- 15.00, Room A

Break 15.00 15.30

Ⓢ	Room A	Room B	Room C
	<p data-bbox="194 1291 316 1848">Symposium XI Intercultural interaction in the military Convenor: Joseph Soeters</p> <p data-bbox="349 1291 519 1848"><i>Dutch Muslim troopers deployed in Muslim societies</i> Fatima Ait Bari & Femke Bosman</p> <p data-bbox="535 1291 771 1848"><i>Management during military peace operations: Novelty or necessity?</i> Andrea van Dijk & Joseph Soeters</p>	<p data-bbox="194 693 349 1249">Paper session Identity and intergroup attitudes (III) Chair: Huadong Yang</p> <p data-bbox="365 693 519 1249">15.30-15.55 PA: 44 <i>Different ways to get insulted: Individual and cultural factors in shaping emotional reactions</i> Dianne van Hemert</p> <p data-bbox="535 693 771 1249">15.55-16.20 PA: 45 <i>Is There Culture in Acculturation Studies?: Critical Analysis of the Current Acculturation Research</i> Valerie Chirkov</p>	<p data-bbox="194 52 349 661">Paper session Organizational behavior across cultures Chair: Anette Rohmann</p> <p data-bbox="365 52 519 661">15.30-15.55 PA: 47 <i>Leadership in Western Europe: Five broad behavioral dimensions</i> David Beech</p> <p data-bbox="535 52 771 661">15.55-16.20 PA: 48 <i>A comparative study on the influences of organizational communication tactics and procedural justice on Japanese and U.S. workers' attitudes and behavior</i> Ikushi Yamaguchi</p>
15.30-17.10	<p data-bbox="787 1291 982 1848"><i>How about pasta and beer? Challenges of German-Italian cooperation in Kosovo</i> Maren Tomforde</p> <p data-bbox="998 1291 1153 1848"><i>Everyday life in Kabul; Experiences from Belgian soldiers working in a multinational context</i> Delphine Resteigne</p>	<p data-bbox="787 693 982 1249">16.20- 17.10 PA: 46 <i>From acculturation theory to intercultural training: An adequate theoretical model for applied science</i> Pavel Boski</p>	<p data-bbox="787 52 982 661">16.20-16.45 PA: 49 <i>Multiple approaches toward explicating the core of culture</i> Steve Kulich</p> <p data-bbox="998 52 1153 661">16.45-17.10 PA: 50 <i>Social support and job satisfaction across 13 countries</i> Jeffrey Berlin & Sharon Glazer</p>
<p data-bbox="1209 798 1242 1176">Farewell Dinner at the Lake</p> <p data-bbox="1250 735 1372 1218">Life time award speech: Dan Landis Introduced by Dharm Bhawuk 18.00- 22.00</p>			

SY: Symposium
PA: Papersession
PO: Postersession
A,B,C,D: Conference Rooms

Theory, Method, and Applicability of International TORP-n-LQ Model for Assessing Love Quotients (LQ) and 50+Relationship Determinants

Oliver C. S. Tzeng
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SY1: Tue: 9.00-10.40: A

Discussants in presentation order:

Dan Landis,
Ken Cushner
Dharm P.S. Bhawuk
Rosita Albert

This symposium is designed to report the scientific, clinical and sociological foundations about our recent development of an internet services model on intimate relations. The major topics include:

1. Backgrounds, standards, goals and functions of the TORP-n-LQ model and domain related issues
2. Important commonalities and uniquenesses of cultures
3. Measurement goals and strategies (from psychometric, international and clinical perspectives)
4. Issues and requirements for internet website services
5. International social and clinical potentialities of new psychological constructs

As a whole, the above topics represent the sequential progressions of our long-term endeavors toward the development of theoretical TORP-n-LQ model foundations for subsequent development of empirical internet services. This model provides comprehensive frameworks for the in-depth assessment of any relationship status (e.g., romantically involved boy/girl friends, engaged couples, live-in partners, married spouses, formal spouses and ex-boy/girl friends). The theoretical frameworks will enable to predict (as well as post-dict) the "prognostic symptoms" of any relationship status simultaneously across six possible psychological stages (from Attraction, Romance, Commitment, Conflicts, Dissolution, to Divorce). Comparisons of over 50 underlying dimensions, with a chosen target person and the chosen (norm) group of people with similar demographics, will enable each user to define (or redefine) his/her destiny of love relationships. In short, the symposium demonstrates the feasibilities in harmonizing diverse issues between theoretical considerations and societal practicalities, between indigenous cultural specialties and cross-cultural compatibilities between layperson inference and professional attributions and between clinical diagnoses and quantitative predictions. With such backgrounds, the empirical development and promising outcomes of our service program will be presented in the workshop.

Cultural Maintenance and Cultural Adaptation among Moroccan and Turkish Immigrants in Belgium: Measurement Issues and Relationships with Cognitive and Emotional Functioning

Johnny R.J. Fontaine
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SY2: Tue: 9.00-10.40: B

In acculturation research there is one dominant model that guides both theoretical developments and empirical research, namely the acculturation model of Berry. According to this model, immigrants have to answer two questions: (1) do they want to maintain their heritage culture, and (2) do they want to adapt to the host culture. According to the Berry model the answers to these two questions are independent from one another. Based on the answers to these two questions, Berry distinguishes four types of acculturation, namely assimilation (low on maintenance and high on adaptation), segregation (high on maintenance and low on adaptation), marginalization (low on maintenance and low on adaptation), and integration (high on maintenance and high on adaptation). While the model of Berry has generated a lot of research, it has been heavily criticized for its measurement procedure (e.g. Rudmin). Based on the research that has been done at Tilburg University (The Netherlands) by Judit Arends-Toth and colleagues, a new measurement procedure has been developed to measure acculturation in a psychometrically sound way on the basis of self-rated behaviours, namely the Behavioural Acculturation Scale (BACS). This instrument demonstrates good psychometric properties as investigated by both exploratory and confirmatory factor analysis. It confirms the independence of the cultural maintenance and cultural adaptation dimensions as predicted by the Berry model among adolescent and adult immigrants. The BACS has been used to investigate cognitive functioning and emotional well-being among Turkish and Moroccan immigrants in Belgium. Both the construction of this new instrument and the relationships of cultural maintenance and cultural adaptation with cognitive and emotional functioning will be presented in the symposium.

The Impact of Acculturation on the WISC-III Differences between Belgian and Immigrant Adolescents

Johnny R.J. Fontaine, Hans Groenvynck, Stefaan De Clercq,

Mark Schittekatte

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SY2: Tue: 9.00-10.40: B

The effect of the acculturation status of immigrant adolescents on the subtests scores of the WISC-III have been investigated in a sample of 290 Flemish (Dutch-speaking Belgians) and 260 Moroccan and Turkish immigrant 13 till 16 year old adolescents. Next to the WISC-IIIINL, the immigrant adolescents additionally took the Behavioural Acculturation Questionnaire. Immigrant adolescents that scored high on adaptation and low on maintenance outperformed the other immigrant adolescents (a total IQ of 96 versus 80 for the other groups). Moreover, for each subtest, the difference between Flemish and immigrant adolescents was computed as well as the relationship of each subtest with acculturation within the immigrant group. There was a very strong relationship between both ($r = .81$): The more a subtest related to acculturation within the immigrant group, the larger the average score difference between Flemish and immigrant adolescents on the subtest. These results demonstrate the relevance of taking acculturation into account when interpreting intelligence scores.

Assessing the Factorial Validity of the Behavioral Acculturation Evidence for a Bi-Dimensional Model

*Hans Groenvynck, Koen Beirens, Judit V. Arends-Toth,
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SY2: Tue: 9.00-10.40: B

A behavioral acculturation questionnaire was developed and assessed for its factorial validity. The instrument contains eight items referring to the mainstream culture and eight items referring to the heritage culture. An item pool consisting of 40 behavioral acculturation statements belonging to five broad content domains (language, culture, cultural activities, behavioral rules, social relationships) was generated. Based on a sample of 306 Turkish and Moroccan immigrants living in Dutch-speaking part of Belgium, the scale was reduced to a 16-item version, containing items from all content domains. By applying confirmatory factor analysis on the 16-item version, two unrelated factors (maintenance and adaptation) were identified. Moreover, this structure was confirmed in a second sample of adult immigrants (N = 306) and a third sample of immigrant adolescents (N = 283) of Turkish and Moroccan origin. The results support that cultural maintenance and cultural adaptation are two independent factors that can be measured in a psychometrically sound way.

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SY2: Tue: 9.00-10.40: B

It has often been reported in the literature that migration and acculturation lead to a higher prevalence of distress symptoms and a decreased well-being. In the present study it has been investigated whether self-reported maintenance and self-reported adaptation relate to well-being of Moroccan and Turkish immigrants in Belgium. Three questionnaires were administered to a sample of 148 Turkish and Moroccan immigrants: the Behavioral Acculturation Scale, the Leuven Emotion Scale and the Somatic Symptoms and Sensations Scale. While previous research almost exclusively focused on the lack of well-being (complaints and negative emotions), the domain of well-being has been represented more representatively in the present study. In the Leuven Emotion Scale the frequency of both negative and positive emotions has to be rated. Quite unexpectedly, the strongest relationship was found with positive emotions: Immigrants that scored high on behavioral adaptation reported more positive emotions. The research also revealed that immigrants that score high on behavioral maintenance report significantly more experiences of anger. The findings contradict the predictions made by the Berry model, namely that psychosomatic well-being is characteristic of high cultural adaptation combined with high cultural maintenance.

Strengths and Difficulties of Adolescents of Turkish Descent in Belgium

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SY2: Tue: 9.00-10.40: B

In adolescence literature, a broad distinction is made between internalizing and externalizing psychological problems. The Strengths and Difficulties Questionnaire has been developed to measure not only these internalizing and externalizing psychological problems in childhood and adolescence (difficulties), but also psychological strengths (such as prosocial behaviour). Based on the acculturation model of Berry, it is to be expected that the strengths and difficulties among immigrant adolescents are related to the way these adolescents deal with the heritage and the host culture. The model predicts that adolescents that both maintain the heritage culture and adapt to the host culture will experience the least psychological difficulties, while adolescents that do not maintain the heritage culture, neither adapt to the host culture will experience acculturative stress and thus psychological difficulties. The effect of the two acculturation dimensions and their interaction on adolescent strengths and difficulties is investigated with the Behavioural Acculturation Scale and the Strength and Difficulties Questionnaire. These instruments were administered to a sample of 155 Turkish adolescent immigrants. Results indicate that adolescents that adapt more to the host culture report more prosocial behaviour (strength), whereas adolescents that maintain more their heritage culture report less difficulties, especially less internalizing emotional symptoms.

The negative and positive effects of diversity on expectations of group outcomes.

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PA1: Tue: 9.00-9.25: C

In the present study we examined the effect of ethnic diversity on members' expectations of group outcomes. Previous research on group diversity showed mixed results; on the one hand studies demonstrated that diversity has a negative effect on affective group outcomes, like group identification or enjoyment. On the other hand, diversity was demonstrated to have a positive effect on performance outcomes, like productivity. In the current study we tested the effect of group diversity on individuals' expectations for both affective and productive group outcomes. We expected a negative effect of diversity on all outcome measures. Additionally, we expected that this effect of diversity would be moderated by ethnic background of the participants. An experiment was conducted in which undergraduate students ($n = 199$) perceived pictures of groups of varying composition. Participants were asked to imagine being part of those groups and subsequently to rate the groups in terms of; (1) perceived diversity, (2) level of identification and enjoyment (affective outcomes), and (3) level of capability and personal benefit (productive outcomes). As predicted, participants gave more diverse groups lower ratings for identification and enjoyment. However, contrary to our expectations our participants expected the more diverse groups to be more capable and beneficial. In other words, our results demonstrated that expectations about affective group outcomes were effected negatively by group diversity whereas expectations about productive outcomes were effected positively. Additionally, our results showed an effect of participants' ethnicity for anticipating on affective group outcomes. Previous evidence for both negative and positive effects of group diversity was based on different studies, focusing on either positive or negative consequences of diversity. To our knowledge this is the first study showing that group diversity has both positive and negative consequences within the context of one particular study.

Cultural Diversity in Organizations: enhancing identification by valuing differences

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PA2: Tue: 9.25-9.50: C

The present research investigated the role of perceived similarity in cultural values (associated with diversity in cultural backgrounds) and an intercultural group climate in predicting identification with both the organization and the work team. The relevance of similarity in cultural values for identification was shown in a questionnaire study among 124 employees from various organizations (Study 1). Study 2 among 75 employees from a diverse organization showed that perceived similarity in cultural values is positively related to identification with workgroups. In this vein, cultural diversity can hinder identification. Therefore, we focused on an intercultural group climate, in which cultural diversity is perceived as positive, as an alternative way to ensure employees' identification in diverse work groups. Results confirmed that employees report high levels of identification with both the organization and the work team, when the intercultural group climate is strong. In addition, when an intercultural group climate is strong, employees still report high levels of identification with the organization *despite* low perceived similarity in cultural values. We conclude that an intercultural group climate can compensate for low similarity in values on an organizational level. This finding offers an optimistic starting point for organizations struggling with diversity and for research focusing on the content of diversity climates.

Determinants of work outcomes in culturally diverse groups at work:
The role of diversity perspectives, intercultural group climate, and negative meta-stereotypes

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PA3: Tue: 9.50-10.15: C

The present research investigated the impact of diversity perspectives, intercultural group climate, and negative meta-stereotypes on work outcomes in culturally diverse groups. Based on Ely and Thomas (2001), we assumed and found that the perspective that is guiding the introduction of cultural diversity in work teams has an impact on possible positive work outcomes (such as work satisfaction or cohesion). Three perspectives are distinguished: integration-and-learning, access-and-legitimacy, and discrimination-and-fairness. Whereas the first two perspectives see a direct added value in diversity for a team's functioning, the latter implies the neglect of cultural differences and a demand for assimilation within the team. In a first study, the diversity perspectives were identified in structured interviews with team managers (N = 20), and intercultural group climate (Harquail & Cox, 1993) as well as work outcomes were measured for a total of 140 employees in the corresponding teams. Results show that the discrimination-and-fairness perspective was associated with the least positive effects on work outcomes. Moreover, this perspective was reflected in markedly low scores on intercultural group climate. However, when including both diversity perspective and intercultural group climate in a regression analysis, results indicate that the effect of perspectives on work outcomes cannot properly be described as fully mediated by an intercultural group climate. Study 2 builds upon the findings of study 1, but measures the three perspectives as perceived by the team members and includes negative meta-stereotypes (Vorauer et al., 1998) as further predictor of positive outcomes in diverse work groups.

Measuring Intentions and Behaviour: Allocentrism and Idiocentrism in Cultural Contexts

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PA4: Tue: 10.15-10.40: C

Allocentrism and idiocentrism are individual level variables that have been accepted for two decades as reflecting culturally learned value systems. Measures operationalizing these constructs have typically consisted of mixed attitudinal and behavioural items. The link between values and behaviour, however, is affected by numerous factors. This scenario based research explicitly examines the extent to which individuals select behaviours that reflect allocentric or idiocentric values as well as the extent to which those behaviours are consistent with allocentric or idiocentric intentions. Building on work by Sinha et al (2002) in the Indian context, a research instrument that explicitly examined both allocentric/idiocentric intentions and behaviors was developed for a Western context with a Canadian sample. This paper reports the validation of that instrument, as well as a comparison between cultural values and personality variables such as self-monitoring on the selection of behavioral strategies by individuals. Undergraduate students ($n = 151$) in a university in southwestern Ontario responded to scenarios related to job behaviors, family interactions, and friendship situations. Responses were coded as reflecting allocentric behaviour with either an allocentric or an idiocentric intent, idiocentric behavior with either an allocentric or an idiocentric intent, or reflecting a blend of both allocentric and idiocentric intentions and behaviors. It was hypothesized that idiocentric individuals would have more consistency between their intentions and behaviors than allocentric individuals. The influence of other demographic factors, such as education and family socioeconomic status, on the consistency between cultural values and behaviors are also explored.

The Green green grass of home: a study of re-entry to Ireland

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SY3: Tue: 11.00-12.40: B

Data were collected for this study on recent Irish 'returnees'. For centuries Ireland experienced net out migration. In the past decade however, due to an upturn in the economy the 'pull-factor' associated with the Celtic Tiger phenomenon, has led to net in-migration.

Two rural areas in the west of Ireland were targeted. Focus groups were convened and questionnaires were distributed to migrants who had returned and to those who were currently in transit. Responses to the quantitative study could also be made on-line at the *returning to Ireland* website: R-2i.com.

One finding showed that some of those who had returned 'home' after 20/30/40 years, and who had looked forward to ending their days in 'the old sod', now seemed to regret it. Indeed there were examples of those who had gone back again to England or even further afield. Housing and health and sharp practices by some professionals are among the issues quoted. However the Irish 'quality of life' and comparatively free top-class education is a bonus for the younger returnees with families. Those who have been well prepared by a relevant organization or who had the support of family and friends, seem to settle in better.

The pilot study includes recommendations which will hopefully influence church and state integration policies in the Republic and Northern Ireland. A much larger study is now envisaged, using this study as a template.

Cultural Transition and Change in Social Identity: Mlal's Returned Volunteers

Daniela Grisi
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SY3: Tue: 11.00-12.40: B

The hypothesis on which this research is based is that the participation in a project of developmental cooperation, in its characteristic of encounter with a culture "other", has a significant impact on the social identity of returned volunteers. Specifically, the intention of this study is to take into consideration the identity change measured through the relationship with the artifacts of the culture, such as values, ideologies, work, objects, and the way of looking at things. The protagonists of this thesis are the returned volunteers of MLAL. MLAL, "Movimento Laici America Latina", is an Italian non governmental organization (NGO) of international volunteering for developmental cooperation.

The methodology chosen for this research consists in a qualitative study of five cases conducted through semi-structured interviews based on an interview protocol. The interview protocol is structured on the three main phases of the experience of the volunteers, which are: (I) before departure, (II) during the project, (III) the return. The last one focuses the discussion on the changes occurred in habits, ways of life, in the relationship with work, with places, time and objects of everyday life. And, through these changes, investigates the change in the cultural identity of the subjects interviewed. In order to choose the subjects for the interviews a criterion has been identified which is based on a hypothetic subdivision of the volunteers into three prototypic figures based on the working follow-up after the return. The main theoretical reference used for the analysis of the interviews is Nan Sussman's Cultural Identity Model (2000).

The data show that in the experience of the returned volunteers interviewed it is possible to identify three of the four results suggested by the CIM, specifically: additive identity shift, subtractive identity shift, and global/intercultural identity shift. Quantitative data need to be added to this research and further discussion is suggested on the crucial role that training before departure could play.

Immigrants' stories of migration and return in the Israeli context

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SY3: Tue: 11.00-12.40: B

The study focuses on the experience of remigration, as reported in the narratives of thirty-two adults who emigrated from Israel with the intention of staying abroad permanently, but eventually returned. The paper explores central themes emerging from the narratives—language and identity, idealization and reality, the role of the wider social ethos in affecting the personal experiences of first migration and return—and analyzes them in light of two central models: Berry's acculturation model and Sussman's cultural identity model, with reference to the unique Israeli context.

Hong Kong Remigration, Cultural Identity, and Psychological Consequences

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SY3: Tue: 11.00-12.40: B

Between 1984 and 1997, one-sixth of the population of Hong Kong emigrated, in advance of the handover in sovereignty from Britain to the People's Republic of China. In the years since, approximately 350,000 of these immigrants have returned to live and work in Hong Kong. This study focused on the psychological effects of re-migration with a particular focus on cultural identity and its consequences for family and professional life. The Cultural Identity Model (CIM) of Cultural Transitions was the theoretical foundation of the study and identity profiles

Fifty remigrants, both male and female, were recruited via snowball sampling, to participate in the study. All had immigrated to either Canada or Australia, selected due to their similar immigration policies. They lived in their immigrant country at least one year prior to returning to Hong Kong. Participants were interviewed individually in two-three hour sessions. A semi-structured interview schedule was used and the participants then completed a packet of psychological scales. These included measures of acculturation, self-construal, and self-descriptions.

Interviews were recorded and transcribed. They were then coded for thematic concepts using the computer program NVivo. Participants exhibited all four identity profiles, Additive, Subtractive, Affirmative and Global. However, the largest percentage of participants held additive identities contrasting with the normative Subtractive identity among Western repatriates. Quantitative data supported these findings: Hong Kong remigrants held levels of independent self-construals similar to Westerners and levels of interdependent self-construals similar to other Hong Kongers.

Social Identity Conflicts in Organizational and Cultural Context: Triggers, Responses and Leadership Strategies

Convenor: Vijayan Munusamy
Center for Creative Leadership, Singapore
Discussant: Dharm P.S. Bhawuk
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SY4: Tue: 11.00-12.40: C

Social identity conflicts have a long history in our civilization and have their roots in our fundamental sense of who we are. Though different social identity groups have characterized the demographics of many nations for many decades, it is not until recent years, they have been the characteristic of the workplace. The increased inclusion of and interactions between different social identity groups in the workplace can be attributed among others to the policies of affirmative action, equal opportunity, immigration, changing demographics, and changing social norms.

While the emergence of a diverse workforce can be an asset for organizations in facing the local and global realities of market competition, workplace conflicts associated with social identity is an unwanted experience. Hence, research on how to reduce social identity conflicts has been an important topic for many academics as well as for practitioners in the last few decades. However, the majority of studies examining social identity theory and conflict due to categorization have been conducted in laboratory settings using student samples. This symposium is in response to these limitations and the increasing global awareness of social identity issues. This symposium is divided into three presentations. The first presentation will introduce and evaluate a model to understand what triggers social identity conflicts. The second presentation will explore how social identity conflicts should be managed from the perspective of employees across organizational levels and the final presentation will review a qualitative study examining leadership strategies for bridging social identity differences based on data collected in sixteen organizations (both for-profit and nonprofit) located in eight countries. Data for this study were collected from multiple sources: qualitative interviews, an organizational assessment, scenario-based questionnaires, and archival data.

Events Triggering Social Identity Conflicts

Marian Ruderman

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SY4: Tue: 11.00-12.40: C

In today's rapidly changing world, leaders in all types of organizations are challenged by an increasing incidence of social identity conflicts. This paper focuses on events which trigger social identity-based conflicts. Triggers are important because these events bring tensions between social groups out to the forefront and create demands for leaders to respond. The focus is on events which trigger conflicts and transform underlying tensions in society to full blown problems in organizations. This is part of the larger study, presented in this symposium, designed to understand ways leadership can address social identity differences in organizations. Our model is based on data from a pilot investigation conducted for purposes of understanding the embedded leadership challenges in organizations characterized by global, ethnic, religious, or racial diversity and tested with a sample of critical incidents drawn from other countries. This pilot study identified 5 major types of triggering events: the clash of values (i.e. when the organization expects an individual or group to do something that violates fundamental beliefs about right and wrong), insulting remarks, assimilation, differential treatment, and mere contact.

This typology of triggering events is examined in the context of a much larger sample of data from a variety of countries. The presentation will look at how well this typology generalizes to a larger sample. Using a social identity approach to leadership (Haslam, 2001; Hogg, 2001), the final part of the paper will discuss implications of this analysis for leaders and leadership processes.

Managing Identity Conflicts: Perspectives Across Organizational and Cultural Level

Kelly Hannum

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SY4: Tue: 11.00-12.40: C

One of the goals of leadership in a diverse workplace is to bring the diverse workforce together to accomplish a larger purpose and virtually all people in leadership roles manage social identity conflicts in order to achieve that goal. Managing social identity conflicts is not solely a responsibility of those in formal leadership positions. Assuming all employees have a role in addressing social identity conflicts, we developed two scenarios; one based on gender identity conflict and the other on religion identity conflict and asked the employees to rate possible actions on a scale from "Very Helpful" to "Very Harmful". These actions were developed from the literature and discussion with practitioners. The survey was administered to sixteen organizations in eight countries. In this presentation, we will share our findings on how social identity conflicts in regards to gender and religion should be managed from the perspective of employees across the different levels in these organizations. Cultural variations of which actions are endorsed most strongly in different countries will be also presented.

Leadership Strategies for Bridging Social Identity Differences

Chris Ernst

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SY4: Tue: 11.00-12.40: C

In a globally interconnected and diverse world, a major challenge is the need for effective leadership across groups of people of different racial, religious, gender, ethnic, and cultural identity. Social identity theory (Turner & Giles, 1981) and self-categorization theory (Ashforth & Mael, 1989) have created a strong theoretical basis for understanding the importance of social identity group membership and the potentially positive and negative outcomes that result when members of different social identity groups interact. Recently, researchers have begun to consider strategies based on the processes outlined in social identity theory (e.g., de-categorization, recategorization, subcategorization, and cross-cutting) to help improve the quality of contact between diverse groups and to bridge social identity differences (Chrobot-Mason, Ruderman, Weber, Ohlott, Dalton, 2006).

Although an accumulating body of research has been conducted on categorization strategies, this work has received criticism with regard to its applicability to organizations. Empirical research examining social identity theory has generally been conducted using laboratory experiments, often with student samples, and therefore lacks generalizability. Further, there is limited knowledge as to how organizations may actually implement these and other leadership strategies in real world settings. Lastly, we have little understanding at present how these approaches may vary in different country and organizational contexts.

To link theory and practice, this presentation explores evidence of leadership strategies for bridging social identity differences. Extending on earlier research (i.e., Chrobot-Mason et al., in press), we will present findings of the leadership strategies identified in sixteen organizations located in eight countries. In so doing, we offer to further bridge theoretical and applied perspectives concerning globalization and diversity.

Acculturation and adaptation among second generation
immigrant youth in Montreal and Paris

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PA5: Tue: 11.00-11.25: A

Research with immigrant youth has shown that they take a variety of courses through their acculturation process. These different paths have often been described in terms of assimilation, integration, marginalisation and separation (AIMS). This research has also shown that there are variable adaptation outcomes to acculturation. Of greatest importance is the finding that these variations in adaptation are usually related to how youth engage acculturation. Generally, those who involve themselves in both their heritage culture and that of the national society (by way of integration) have the most positive psychological well-being, and are most adjusted in school and in the community; in contrast, those who are minimally involved with either culture (the marginalisation course), are least well-adapted; and those who are primarily oriented towards one or the other culture (assimilation or separation) generally fall in between these two adaptation poles. The present study examines the generality of this pattern by comparing samples from two societies that have very different policies and practices with respect to immigration and acculturation: Canada and France. We measured acculturation attitudes along the two basic dimensions of cultural maintenance and social contact, and then cross-tabulated them, creating the four acculturation orientations. In both societies the usual pattern is replicated: youth who prefer integration have higher self-esteem scores than those who are marginalised, with assimilation and separation youth falling in between. This pattern was stronger in Canada than in France, a finding that is interpreted in terms of the differential social context faced by youth in the two societies, particularly their experience of discrimination.

Gender differences and well-being among iranian refugees in the Netherlands

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PA6: Tue: 11.25-11.50: A

Co-workers :

Hubert Korzilius Radboud University Nijmegen, The Netherlands; Fons J. R. van de Vijver Judit Arends-Tóth, Sjaak Kroon, Tilburg University

This study examines gender differences in well-being, perceived discrimination and perceived acceptance of 232 Iranian refugees in the Netherlands. Many Iranians made the decision to flee their home country and many of them had hardly any time to prepare their departure and to say goodbye to friends and relatives. Many had to flee via Pakistan, India or Turkey before they arrived in their countries of intended settlement, such as the Netherlands. How Iranian women and men deal with the impact of a bicultural background on their lives is the main theme of this study. More specifically, this study focuses on the gender differences in the impact of acculturation on the psychological and sociocultural functioning of Iranian refugees. The integration policy in the Netherlands seems to take for granted that sociocultural adaptation, such as participate in the Dutch socio-economic life, and speak Dutch well, automatically will lead to integration into the Dutch society. The psychological part of the acculturation process, such as perceived acceptance, the consequences of discrimination, feeling uprooted, and traumatic flight experiences, is often left out of consideration, or gets attention when people experience serious psychological problems. This study aims at getting more insight in the acculturation conditions, intervening conditions and the sociocultural and psychological (positive and negative) outcomes of the acculturation process. Especially, the study looked at the gender differences in perceived acceptance and discrimination, acculturation orientations and sociocultural and psychological adjustment of Iranian refugees. Women reported less discrimination, more positive and less negative acculturation outcomes than did men. Results will be discussed.

Microanalysis of processes of acculturation of exchange students in Russia

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PA7: Tue: 11.50-12.15: A

This study addresses microanalysis of processes of acculturation of exchange students in Russia. We were interested in the determining of acculturation trajectory by measuring psychological adjustment (self-esteem, homesickness, and well-being) and sociocultural adjustment (actual behavior, i.e. contacts with compatriots and Russian hosts) of the exchange students at four different times. Data were collected in a sample of exchange students in Moscow, who come from China, Iran, sub-Saharan African countries, Latin American countries and countries from the former Soviet Union (Georgia and Armenia). Students were asked to fill out the questionnaire one month, three months, six and ten months after arrival in Russia. In addition, a diary method was used; participants were asked about their actual behavior, self-esteem, homesickness and psychological well-being daily during a period of one month. Results will be discussed.

Attachment and acculturation attitudes: a study among different age groups

Jacomijn Hofstra & Jan Pieter Van Oudenhoven
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PA8: Tue: 12.15-12.40: A

This study focused on the relationship between majority members' attachment styles and their attitudes towards adaptation strategies of immigrants. We compared four different age groups: 212 14-years and 510 17-years old adolescents, and two groups of adults (N = 243, mean age 37; and N = 260, mean age 50, respectively). The four age groups did not differ in their appreciation of the four acculturation strategies. Integration was the most preferred strategy. Remarkably, attachment does not have a differential influence on the acculturation attitudes until adulthood. Among the group of adults, as predicted, the secure style was positively related to the attitude towards integration and the fearful attachment style was negatively related to integration. Finally, preoccupied attachment was negatively related to separation. Furthermore, we examined the stability of the attachment styles. The stability coefficients were considerably higher for the fifty years old group (on average .66) than the stability coefficients for the group with a mean age of fourteen (on average .41).

Studying culture is asking for trouble

Geert Hofstede

KS1: Tue: 14.00-15.00: A

Geert Hofstede will discuss his research into national cultures over the last three decades.

Performance and Adaptation Abroad: Recent findings about critical success factors

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Intercultural Business Improvement, The Netherlands

Dianne A. van Hemert

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SY5: Tue: 15.30-17.10: B

Expatriation remains a key challenge for internationally operating companies. The costs of expatriation are immense; a typical assignment involves up to 2 or 3 times the yearly salary of the expatriate, i.e., about \$ 300,000 a year. The PriceWaterhouseCoopers survey also shows that more than 40% of international companies do not provide programs to prepare their employees for the assignment abroad – even though such programs can lead to huge savings due to an increased success rate. Given the financial investments of globally operating companies and the psychological investments of both the expatriates and their families, research into factors that support success abroad is immensely relevant. Currently there is an array of research into such factors. The proposed symposium aims to bring together 4 such research approaches, each of which offering important insights into how such assignments can be turned into a success. By bringing the studies together in one symposium, we hope to initiate fruitful exchange between researchers and participants about this field of research, while at the same demonstrating the richness and depth of different research approaches into expatriation currently pursued today. In the first contribution, Albrecht and Deller will present on their findings on motivation for international assignments among more than 600 expatriates assigned to 7 different clusters as specified in the GLOBE study. In the second contribution, Leong will present on his findings on personality factors predicting success, as assessed by the Multicultural Personality Questionnaire (van Oudenhoven & van der Zee, 2002). Six intercultural competences were assessed in-depth in a culture-general Assessment Center (AC) developed by Precht. The study's primary objective was to test the predictive validity of the AC method. Finally, associations between country-level factors (socioeconomic indicators and cultural values) and intercultural competence patterns will be the focus of the study by Van Hemert and Brinkmann.

Like it or leave it? Taking initiative in international assignments

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SY5: Tue: 15.30-17.10: B

The number of expatriates is increasing and so is the amount research being published on expatriates. While there is some research exploring the motivation to send people to work abroad from an organizational point of view (Harzing, 1997; 2001), there is little research taking on the employees' perspective. Why do people take on international assignments? Does the willingness to go matter, once people are abroad? So far more than 600 German speaking expatriates in seven cultural clusters as defined by project GLOBE (e.g., Gupta & Hanges, 2004) have been interviewed. Expatriates are asked who initiated the assignment. Adjustment and job performance is rated by expatriates and knowledgeable others. First results indicate, that there are relevant group differences between those having initiated the assignment themselves and those being told to go by their company with regard to adjustment and job performance. A smaller sample of expatriates ($N \approx 80$) has been asked about their reasons to take on the international assignment. Implications for practice and further research will be discussed.

Predictive validity of the Multicultural Personality Questionnaire: A longitudinal study on the socio-psychological adaptation of Asian undergraduates who took part in a study-abroad program

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SY5: Tue: 15.30-17.10: B

The study examines the predictive validity of the Multicultural Personality Questionnaire (MPQ) on socio-psychological adaptation. The current research is based on a longitudinal research design with two comparative samples of Singaporean undergraduates. One group attended an international exchange program and a sample of sedentary students did not (i.e., control group). Both samples were concurrently surveyed at two time periods. The assessments included the five dimensions of intercultural effectiveness (Cultural Empathy, Open-mindedness, Social Initiatives, Emotional Stability and Flexibility) and outcome indices relating to socio-psychological adaptation. After controlling for the influences from the T1 outcome and the demographics and covariate, increased (T1) Social Initiatives predicted a reduction in (T2) behavioral and psychological difficulties. Compared to the sedentary group, the exchange sample reported higher ratings on most intercultural dimensions. As predicted, the MPQ dimensions accounted significantly more variance in the exchange sample than the sedentary group.

Cross-cultural patterns in intercultural competences

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SY5: Tue: 15.30-17.10: B

The Intercultural Readiness Check (IRC) is a 60-item self-assessment questionnaire measuring 4 intercultural competences: Intercultural Communication, Intercultural Sensitivity, Building Commitment, and Preference for Certainty. Data are presented for more than 5,000 employees from 106 different countries. A pancultural, individual-level analysis did not provide much insight into the impact of individual characteristics such as age, gender, and previous experience abroad. However, analyses on a subset of 29 countries revealed meaningful patterns of the IRC scales with socioeconomic indicators and values at country level, demonstrating the relevance of cultural background. In a more in-depth analysis, relations between international aspirations, previous experience abroad, gender, and age with the IRC scales are explored across different clusters of countries. The results are discussed in terms of practical implications for working with expatriates and theoretical issues concerning cross-cultural analysis of intercultural sensitivity.

Predictive validation of an intercultural assessment centre

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SY5: Tue: 15.30-17.10: B

An intercultural assessment centre aiming at culture - general assessment of intercultural competence is validated. The assessment centre consists of several exercises (like role-plays, group exercises, written scenarios and questionnaires) and assesses six intercultural competences. It is used as a tool helping to assess a candidate's potential for intercultural encounters before being sent abroad. The sample consists of 112 subjects tested before their assignment and 45 rated on-assignment on such criteria as international effectiveness, dual commitment and interpersonal contact. In the presentation, an approach to predictive validation of the intercultural assessment centre is demonstrated. The approach is to analyze incremental validity of the assessment centre over biographical information such as previous experience overseas and language competences. The assessment centre proves incremental validity and does explain more variance in intercultural success. Success is both rated by the expatriate and an employee of the foreign organisation. Implications of these findings on international HRM are discussed.

Internationalizing Youth and Young Adults

Convenor: Robert C. Weigl
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SY6: Tue: 15.30-17.10: A

Purpose and Goals of Symposium:

This symposium will explore research and programmatic lessons related to assisting youth and young adults to become sensitive, curious, comfortable, and competent in intercultural and international situations. Most of us are keenly aware of the importance of fostering the development of intercultural skills among younger people. The stakes here are high both for their personal and professional development, and for insuring that each nation in the global community has people prepared to interface with culturally diverse peoples at home and internationally. Some note that American intervention in Iraq would never have occurred if appropriate information about culture and ethnicity had ever been considered and if senior decision makers had had the capacity to interpret this information. Recent work in American local government programs suggests that future capacity for effective intercultural relations often lies largely with younger members of the workforce; at school and elsewhere, many have grown up navigating cultural complexity occasioned by new immigration and change in local demographics. It seems as if many older public servants who grew up in more culturally homogenous circumstances may have missed a critical phase of their development.

Five paper presenters, a discussant, and the audience hopefully can pool knowledge and sharpen foci for inquiry during this symposium. It is hoped that a publication will emerge from proceeding that will consolidate existing knowledge to foster better training programs, international education, and related research.

Specifically presenters are preparing papers sharing very distinct insights that arise from work with different age groups, but also addressing some of the following questions:

1. Should we construe international and intercultural capability as essentially the same phenomena—or instead as in some way distinct and non-overlapping?
2. What are some successful pedagogical and programmatic models?
3. What are critical or sensitive periods for promoting international/intercultural development, with recognition that there are possibilities of failure to challenge, optimal learning, and aversive overload during successive developmental moments between early adolescence and early adulthood?
4. To what extent are knowledge and practice here necessarily local or national, restricted for instance more to the U.S. or elsewhere—or instead generic and world-wide? Are there etic models for helping the young develop interculturality?
5. Are there ways we can make better use of domestic diversity as an opportunity for life experience, research, and training for young people? Can we discover at home less elite and expensive alternatives to overseas work and study?
6. How might we better prepare and recruit bi-and multicultural youth to become training and supervisory resources for peers and possibly for elders too?
7. Dharm P.S. Bhawuk, our discussant, will comment on programmatic and developmental issues for adults in their mid and later twenties, before his overall commentary on the program.

Discussant: Dharm P.S. Bhawuk, College of Business Administration, University of Hawaii at Manoa.

Promoting intercultural sensitivity in young people: developmentally appropriate practice.

Kenneth Cushner
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SY6: Tue: 15.30-17.10: A

In working with large numbers of youth and young adults in a wide array of programs, I have become sensitive to the need to offer developmentally appropriate opportunities if participants are to engage effectively with others. Young people bring with them a range of experiences, both positive and negative, that significantly impact their readiness and ability to learn with and from those different from themselves. In my portion of the session, I will address critical developmental periods for promoting international and intercultural development as well as pedagogic strategies appropriate for varying developmental levels, while paying particular attention to potential obstacles that may result in the failure to achieve the desired learning.

Secondary school study abroad: a first step in life-long intercultural learning?

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SY6: Tue: 15.30-17.10: A

We see plenty of evidence of a lack of intercultural competence in the world today, as polarizing divisions within and between nations pit opposing cultural groups in competition for power. And yet there are others who take a larger view, who navigate readily in culturally diverse waters, expanding their understanding and building new relationships. What is it that makes the difference, and how can we promote this larger view? Answering this question is central to the mission and goals of AFS Intercultural Programs and has been a key theme in my twenty-six years working with AFS. Recent research conducted by Dr. Mitchell Hammer with AFS students from nine countries and a control group reconfirmed our previous findings, but also challenged old assumptions. I will discuss how AFS has been using the research to strengthen our program content and explore with the symposium participants our new hypotheses and related research underway about the role of secondary school exchange in life-long cultural learning.

The identification of formal and informal elements of international education impacting intercultural awareness of college age youth.

Les McCabe
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SY6: Tue: 15.30-17.10: A

Study abroad programs claim that they foster life-altering experiences for students - a durable reshaping of their way of thinking about themselves and others. These programs provide students with a certain level of cross-cultural exchange that informs their emerging global perspectives. With our symposium participants I will discuss a continuum of four dimensions that impact global perspective development, as well as characteristic "formal" and "informal" elements of study abroad programs that appear to influence these dimensions and subsequent student perspectives on the world. Assuming study abroad programs contain certain formal features that are designed to enhance learning (e.g. curriculum plans, course materials, special lectures, field programs, etc.), one should also consider the power of informal, not intentionally designed elements that shape student experience. These may include elements such as "proximity" of interaction with others and "casual" sojourner encounters that allow social comparisons and promote the increase of intercultural awareness. My presentation will conclude with a discussion of the implications of these dimensions and elements for existing theories of global perspective development and education abroad.

Promoting intercultural sensitivity and curiosity through a self-study process.

Robert C. Weigl
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SY6: Tue: 15.30-17.10: A

In taking successive groups of Americans undergraduates overseas for study, I discovered accidentally that there were quantum leaps in the sophistication, empathy, and complexity of ethnographic work among those students who first were required to complete a disciplined, tightly structured cultural self-study project. Growth in understanding culture in oneself and in others appears to be profoundly interlinked. After ten years of using cultural self-study in college classrooms, I have developed and polished a self-study protocol that accelerates intercultural learning and often leads to sudden increases in motivation for studying and working in culturally complex situations. Relying in large part on my work as a clinical psychologist, I discuss and illustrate the dynamics that underlie a very underused, but powerful pedagogical strategy. Preliminary work with public sector workers shows reflexive methodologies that have promise for promoting learning and change well beyond the undergraduate classroom.

Socio-cultural and psychological adaptation of russian-speaking minorities in Estonia

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PA9: Tue: 15.30-15.55: C

During the last decade most Russian-speaking minorities have been facing difficulties in adapting to the societal changes after restoration of independence in Estonia. The changes in early 90's exposed them to stress-provoking situations, which have clearly required adaptive resources and coping responses. However, changes in the surrounding context and people's lives do not imply that all Russian-speaking minorities experience adaptation problems, since the adaptation is interrelated with several other psychological factors.

This presentation will expose results of a study which was carried out among Russian-speaking minorities (N=271) in Estonia with two aims: (a) to examine the characteristics differentiating between low and high socio-cultural and psychological adaptation levels, and (b) to identify the predictors of socio-cultural and psychological adaptation. The results indicated that the variables describing differences between low and high levels of socio-cultural and psychological adaptation were mostly overlapping. It was revealed that better socio-cultural and psychological adjustment was associated with positive indicators on inter-ethnic contact variables, self-efficacy, social support, perceived discrimination, success perception and economic situation. In addition, better socio-cultural adjustment was more linked with assimilation, whereas the low socio-cultural adjustment was related with the separation option. Better psychological adjustment was related to integration, while low psychological adjustment was associated with marginalization option. Regarding the second research aim, results revealed that socio-cultural adaptation was predicted by inter-ethnic contact variables, perceived discrimination, and psychological adaptation. Psychological adjustment was dependent on self-efficacy, social difficulty, success perception, social support and perceived discrimination. This study confirmed the general notion that the two adaptation forms are predicted by different variables – interethnic contact and language variables predict socio-cultural adaptation, whereas variables associated with stress and coping approach predict psychological adaptation. Perceived discrimination, which has been conceptualized as a contextual variable, was predictor of both socio-cultural and psychological adaptation in this study.

Acculturation and adaptation of immigrant adolescents of the Diaspora in Greece

Frosso Motti-Stefanidi

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PA10: Tue: 15.55-16.20: C

The purpose of this study was to examine the relationship between acculturation factors on the one hand, and school adjustment and psychological well-being of immigrant adolescents of the Diaspora in Greece, on the other. The sample consisted of 165 Pontian immigrants of Greek origin and of 272 Albanian immigrants (mean age = 13 yrs). School adjustment was assessed through school grades, absenteeism, teacher ratings on conscientiousness (6 items, $\alpha = .92$), and disruptive behaviour (5 items, $\alpha = .89$). Psychological well-being was assessed with Rosenberg's (1965) self-esteem questionnaire ($\alpha = .77$) and Goodman's (1994) SDQ emotional symptoms scale ($\alpha = .64$). Acculturation was measured with Phinney's (1992) Multi-group Ethnic Identity measure ($\alpha = .54$ to $.82$) and Nguyen's and Von Eye's (2002) acculturation scale ($\alpha = .89$). The results partially corroborated our hypothesis that orientation toward the ethnic culture would be a better predictor of psychological well-being, and orientation toward the national Greek culture would be a better predictor of school-adjustment. Factors such as the attitudes of the natives and of the school system toward the presence of immigrants in Greece will be discussed as possible explanations of the results.

Eastern European migration to Britain

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PA11: Tue: 16.20-16.45: C

Since the expansion of the European Union into Eastern Europe in May 2004, half a million workers from these 'A8' states have registered for work in Britain. Such immigration has recently become a topic of some political controversy, with one Member of Parliament claiming such immigration may be 'unsustainable'. Yet how are people from Eastern Europe adjusting to their new life in Britain? We consider this question in our review of recent and emerging studies in the field. The largest study to date interviewed 600 migrants and 500 employers. The study found that A8 migrants were working primarily in low-pay jobs, and were over-qualified for their current work. Relations with employers were often unsatisfactory, and workers were likely to change their jobs relatively frequently. Nevertheless, workers saw their work in the UK as a 'trade-off' between relatively poor working conditions and a chance to improve their English and work experience. More than 60% of the new A8 workers in the UK are from Poland. A smaller interview study on Polish migrants shows that whilst adaptation to the British environment is generally positive, some individuals – particularly mothers with young children and older parents who have moved to support their children's family – are feeling far more socially isolated. A further Polish project finds a strong degree of individualism and tensions when competing with other Poles, built partly on class lines, in the UK. At the same time, the latest data from the European Social Survey shows Poles in Poland are relatively low on individualism. This suggests that the present Polish diaspora may exhibit significant differences with the majority population 'back home'. We consider the findings of this emergent research in the context of continuing debates about EU enlargement, and in particular the accession of Bulgaria and Romania to the union.

The immigrant of today is the host of tomorrow.
Changing perspectives on immigration between nations and within nations

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PA12: Tue: 16.45-17.10: C

In this paper I discuss a number of studies on migration in several countries. The paper describes the evolution of acculturation theory and the growing importance of the mutual relations between immigrants and host societies. It mentions the development of Western Europe as an immigration area and the diverse reactions of Western European nations to immigrants: some reactions are relatively open, others are quite defensive. Some research on immigrants in the Netherlands is presented. In addition, I will discuss the results of a large survey of the experience of a large sample of older Dutch immigrants in four Anglo countries: Canada, the USA, Australia, and New Zealand. Finally I make some recommendations for the course of future research. Specifically, it is recommended to clearly distinguish between cultural heritage and cultural identity, to take transnational contacts into account in models of acculturation, and to examine the concepts of pluralism and creolization as outcomes of culturally heterogeneous host societies.

Rethinking the Diversity Paradigm - South African Practices

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PA13: Tue: 17.10-17.35: C

This paper presents the findings of a national research project on Diversity and Equity interventions conducted in South Africa (DEISA). The three year research project was funded by SANPAD (South African-Netherlands Partnership for Alternatives in Development) whose interests lie in transformation, especially through inputs to policy-making.

For the last ten years, South Africa has seen a growing 'industry' in 'diversity' work, where agencies offering consultancy on diversity (and related issues) have mushroomed. There is no proper register of such agents, nor are there any standards by which such work can be categorised or assessed, especially regarding outcomes aimed at 'management of difference' vs. 'transformation'. The intention of this project was to theorise diversity and transformation from a South African position as well as to deepen the discussion around marginalisation, gender, culture and power etc. in the South African context. The study attempted to answer questions such as: 1. What is the nature/rigour of the equity/diversity interventions taking place in South African organisations, and is there a need to set standards/guidelines for this work in South African organisations? 2. How relevant are international frameworks for working with diversity to the South African context? What 'works' and why? What doesn't 'work' and why not? 3. How does our analysis of the previous two questions challenge/corroborate/qualify the way in which diversity is generally theorised from the dominant intellectual areas of the North? What stays the same? What changes? Are there some basic themes which are overarching? If so, what are they? Are there some themes specific to South Africa and if so, what are they? How does/should this affect the way change agents go about working in organisations. Using a triangulated data collection strategy, the researchers gained 'thick' data for each of ten case studies, and the paper will speak to this.

The role of religion and values on acculturation and intercultural relations

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SY7: Wed: 9.00-10.40: A

The present symposium will focus on the role religion and values - both in terms of individual differences and cognitive representations - play with regard to the immigrants' acculturation process and to intercultural relations in general. The research presented in this symposium was conducted within two highly secularized European countries where multiculturalism is an emerging social reality, i.e. Belgium and the Netherlands. An emphasis will be given to Muslim immigrants originating from North Africa and Turkey, and the corresponding results will be compared to findings from immigrants from other countries and world regions, as well as native citizens of Belgium and the Netherlands. An emerging conclusion from these studies is that, somewhat surprisingly, similarities between immigrants and native citizens seem to be more frequent and meaningful than differences. Finally, the role of different (religious vs. non-religious) sources of moral influence on values favoring the quality of intercultural relationships will be examined.

Religion, multiple identities, and acculturation: A study of Muslim immigrants in Belgium

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SY7: Wed: 9.00-10.40: A

In the present study, we examined how the religiousness of European (Belgian) Muslim immigrants is related to multiple collective identities (origin, new country, European, and cosmopolitan), attachment to one (origin or new) or both cultures, and acculturation as a process realized through a variety of domains in personal and social life. Two groups were included: young Muslims born of immigration from Muslim (Mediterranean) countries and, for comparison, young non-Muslims born of immigration from other countries. In both groups, high religiousness predicted attachment to origin identity and culture; low religiousness and religious doubt- ing predicted identification with the host country and acculturation. Interestingly, the religiousness of Mus- lim immigrants also predicted high identification as citizen of the world, whereas the religiousness of the other immigrants was related to low European identity. Finally, identification with the host country was found to mean different things comparatively to the acculturation measure. Interpretations are provided on both a general level (psychology of religion and immigration) and a contextual level (specific to Muslim Euro- peans).

Can the Post-Critical Belief Scale be used among Muslim immigrants in Belgium? Comparing internal structure and relationships with value priorities

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SY7: Wed: 9.00-10.40: A

The Post-Critical Belief Scale (PCBS) is a multidimensional religiosity scale developed by Hutsebaut (1996, 1997). The PCBS contains four religiosity scales, namely Orthodoxy, Second Naiveté, Relativism, and External Critique. They each operationalize one quadrant of the two-dimensional theoretical religiosity model of Wulff (1996). The two dimensions of this model are accepting versus rejecting transcendence and literal versus symbolic approach. The aim of the present study was to investigate whether this scale and the underlying theoretical model can also be applied to study religiosity among Muslim immigrants in Belgium. In total 174 Flemish (Dutch-speaking Belgians) (57% male) and 123 Moroccan and Turkish immigrants (52% male) responded to the PCBS and the Schwartz value questionnaire. It was found that the internal structure was very comparable between the two ethnic groups. Moreover, very similar relationships were observed across the two groups between the first religiosity dimension and value priorities: accepting transcendence was positively related with conformity and tradition values, and rejecting transcendence was positively related to self-direction, stimulation and hedonism values in both groups. However, for the second dimension (literal versus symbolic approach), the relationships with values differed somewhat between the two groups.

Virtues among religious leaders, teachers and parents

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SY7: Wed: 9.00-10.40: A

This study forms part of a greater project on the role virtues may play in the enhancement of intercultural relations in the Netherlands. The purpose of the project is to find out which opinion leaders have the greatest moral influence on citizens and how this influence may be materialized in intervention measures. In this study we focused on religious leaders (N=30), teachers (N=80) and parents (N=200). These three groups have in common that all have a moral mandate to their religious community, their pupils, and their children, respectively. First, religious leaders from the five major religious groups in the Netherlands were approached and interviewed on virtues. There were no clear differences between the different religions. The religious leaders mentioned roughly 15 core virtues that were later rank ordered by the teachers and the parents. The teachers and parents (both religious and non-religious) received a questionnaire in which they were asked to mention which virtues were important to them and how they would like these virtues to be put into practice by the children. Teachers see wisdom, respect, and trustworthiness as the most important virtues while their opposites are seen as the major vices. Parents mention love and responsibility as additional virtues. Teachers mention rules as the major mechanism to bring virtues into practice, whereas parents want to bring the virtues into practice by means of tasks and activities.

Implicit virtues among lay opinion leaders: local politicians and pop singers

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SY7: Wed: 9.00-10.40: A

This study forms part of a greater project on the role virtues may play in the enhancement of intercultural relations in the Netherlands. The purpose of the project is to find out which leaders have the greatest moral influence on citizens and how this influence may be materialized in intervention measures. In this study we focused on pop singers and their songs. Interestingly, although pop singers do not have a moral mandate, they very often do send a moral message to the public in general and to teenagers in particular. First, 60 students analyzed the contents of the 100 most popular video clips, and indicated the extent to which they were 'moved' into a more tolerant intercultural attitude as a consequence of them. We analyzed 100 songs, using discourse analysis. Love, responsibility, and courage were the main virtues that were being aired by the songs. Next, ten pop singers were interviewed. Some of them did find they had a moral mandate towards the youth, whereas others explicitly denied that they had such a mandate.

Intercultural Communication and the Next Wave of Globalization-Chindia-Globalization

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PA14: Wed: 9.00-9.25: B

In this paper, I argue that the next wave of globalization will originate from the emerging China-India nexus or what is called "Chinia". This Chindia-globalization is quite different than Anglobalization which occurred in the form of global colonialism and industrialization. It is also different than the current wave of waning Ameriglobalization which takes the form of global capitalism and information imperialism. Inheriting the legacy of Angloblization and Ameriglobalization, this Chindia-globalization will continue after the footsteps of the pre-modern embryo of globalization-the Silk Road in the post modern era. While the Silk Road contributed to Western civilization by introducing the Eastern technologies such as printing, gunpower, china, compass and so on, this so-called post-modern Silk Road-Chinia-globalization will both disseminate Eastern spiritual cultural resources as well as new technologies all over the globe which has been both anglicized and Americanized. This will be the second wave of globalization with Eastern culture as the origin after the Silk Road as the first one. As a result of Chindia-globalization which is likely to occur in the middle of 2050, intercultural communication will be likely to occur in the context of substantial equality and balance. With the global dissemination of Eastern ideas and ideals of self and society such as harmony and selflessness, humanity around the world will develop a more balanced and synergistic system of values rooted in multiple cultures. Humanity then will hopefully develop a more balanced appreciation of both self and group.

Individual Internationality in an Increasingly Interconnected World

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PA15: Wed: 9.25-9.50: B

Despite the intense debates around the controversial phenomenon of globalization (Omae, 2005; Friedman, 2005), it is definitely a reality to which individuals, ethnic communities, organizations, and nations must respond. The purpose of this research paper is to develop an empirical instrument for assessing individuals' level of internationality and test for validity and reliability with empirical data in three different countries and cultures. A number of alternative concepts have been developed related to global competencies. Examples are: intercultural sensitivity (Hammer & Bennett, 2002; Paige, et al., 2003; Fritz, Mollenbert, & Chen, 2001); cultural intelligence (Templer, Tay, & Chandrasekar, 2006; Earley & Mosakowski, 2004; Earley & Ang, 2003); and intercultural competence (Vulpe, 2001; Rosen et al., 2001). Our scale will have a cognitive domain, an affective/attitudinal domain, and a behavioral domain (Ruhly, 1976). It will be developed in such a way as to be used in any cultural or national context (Hofstede & Hofstede, 2005). To develop empirical data to test the new and existing instruments, a sample of college students in three settings will be used: Minnesota in the U.S., Japan, and the Netherlands with approximately 50 students in each sample. We are also interested in ascertaining the factors which influence an individual's level of internationality. Among such factors could be socioeconomic status, gender, and extent of prior in-depth intercultural and/or international experiences. Factor analysis and item analysis of the data collected in three settings will be used to test the instrument. To identify factors contributing to an individual's level of internationality, ordinary least squares regression analysis will be used. The proposed research can potentially inform theory, policy, and practice in key professional fields such as international education, transnational business, international diplomacy, international NGO work, and related training strategies.

The relationship between career, supervisor and colleague oriented commitment and OCB: Findings from Turkish and Dutch employees

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PA16: Wed: 9.50-10.15: B

The relationship between organizational commitment and OCB has been the focus of several research (e.g., Williams & Anderson, 1991; Kidwell, Mossholder, & Bennett, 1997). Reichers (1985) highlighted the importance of refining organizational commitment by specifying various relevant individuals and groups in the organization when investigating an employee's attachment to the organization. In this line, Ellemers, De Gilder and Van den Heuvel (2000) made a distinction between career-oriented commitment, team-oriented commitment and organizational commitment and found that career-oriented and team-oriented commitment are better predictors of behaviors than general organizational commitment is. The present survey research consequently will examine the relationship between OCB and more specific kinds of commitment, such as career-oriented, supervisor-oriented and coworker-oriented commitment. The present study examines the issue whether the commitment-OCB relationship differs between Turkish culture, and Dutch culture, the following hypotheses are derived. Commitment to coworkers is a stronger predictor of OCB than commitment to career particularly for Turkish employees in Turkey (Hypothesis 1a). Career commitment is a stronger predictor of OCB than commitment to coworkers particularly for Dutch employees (Hypothesis 1b). The relationship between commitment to supervisor and OCB is expected to be moderated by job satisfaction in both countries (Hypothesis 1c). Data is being collected at present. The practical importance of the results for multi-cultural Dutch society will be highlighted. The importance of the results chiefly lies in a mutually better understanding of duty, obligation, helping and initiative at work in Turkish and Dutch culture, in particular to appreciate work behavior of Turkish minority employees in The Netherlands.

Work Centrality and Values: A 22-European Nation Study

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PA17: Wed: 10.15-10.40: B

In this study, we determine if cultural values explain country differences in work centrality (i.e., the degree of importance working has on the life of an individual; European Social Survey, 2004) and argue that potential differences across countries on work centrality could help and not hinder economic growth for Western European nations. Archival data from the European Social Survey (Jovell, 2003) were used to test the study hypotheses. Of the total dataset available from ESS, 15,489 individuals in 22 countries throughout Europe comprise of this study's sample. Results mostly supported hypotheses. First, old member countries (e.g., Austria, Belgium, Denmark, Finland, Ireland, Luxembourg, Netherlands, Spain, Sweden, and United Kingdom) had lower mean scores for work centrality than newer member countries (including Czech Republic, Hungary, Poland, and Slovenia). Next, although work centrality and work hours positively correlated in most countries, the strength of the relationship differs significantly between countries. Culture, particularly Conservatism and Autonomy culture values explain some of the differences in work centrality after weekly work hours are accounted for. Additionally, Conservatism, Autonomy, and Harmony values each individually moderate the relationship between work centrality and work hours. In the context of migration in Europe these results indicate that immigrants from new EU member countries might feel more aligned with local work values in the Southern and Central part of the "old" EU than in Scandinavia, the Netherlands, or the UK. Inferring from Frieze et al. (2004), that people who choose to immigrate might have even higher work centrality than the population in general, the old EU countries should expect that immigrants from Eastern Europe would participate fully in the workforce. Additional implications of these results for European organizations and the European work force are discussed.

The Integration of Immigrants in Helsinki Area.
Longitudinal Study 1997-2004

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PA18: Wed: 9.00-9.25: C

In this study we longitudinally investigated how immigrants (N = 457) from seven ethnic groups (Russians, Estonians, ethnic Finns remigrants, Somalis, Arabs, Vietnamese and Turks) had adapted to the Finnish society during 1997-2004. The results of the study suggest that immigrants' adaptation has developed favourably. Over the seven years between the follow-up procedures, respondents had improved their skills in Finnish and positions in labour market. Differences in mental health and psychological well-being between the immigrants had also decreased. Immigrants continued to be motivated to become integrated into the Finnish society, and their willingness to assimilate into the host population had decreased. Some factors clearly showed increased integration: immigrants had many friends among native Finns. At the same time, immigrants had been able to hold on to their own ethnic identity and family values – fundamentals of their own cultures. Among positive factors were also the relatively small accumulation of unemployment, economic and health problems, and social exclusion among the respondents. Yet despite these encouraging signs, integration seemed to be a slow process. The results also showed that ethnic groups vary regarding patterns of adaptation problems obtained in the study. In addition, many factors proved to be important for successful adaptation among immigrants. Psychological adaptation was helped by getting a job and a better income, learning Finnish and getting involved in social networks. A feeling of social exclusion worked the opposite way. The importance of finding a job and learning Finnish increased over the years, and early problems of psychological adaptation made it more difficult to find work later. In future, a sufficient understanding of the adaptation and integration process of immigrants will require the extension of the longitudinal design also to the pre-migration phase of the integration process and applying both a quantitative and a qualitative approach.

Evidence for “migrant personality” – Attachment styles of Poles in Poland and Polish immigrants in the Netherlands

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PA19: Wed: 9.25-9.50: C

The concept that immigrants possess certain personality characteristics that predisposed them for immigration has been long present in the literature. In the present study we examined empirical evidence for such a concept within the attachment framework. We compared attachment styles of Polish immigrants in the Netherlands to the attachment styles of Poles living in Poland, controlling for demographic variables. The results showed that immigrants are more secure and more dismissing than their fellow countrymen. Differences in the mean scores on attachment styles between the non-immigrants and immigrants of a similar magnitude were found when the comparison was made between Polish non-immigrant sample and subsequent cohorts of immigrants (each cohort differentiated from the other by two more years of residence). This suggests that the differences in attachment styles between immigrants and non-immigrants last over time, and presumably, occur prior to immigration. Finally, we tested if attachment styles had more effect on psychological well-being of immigrants as compared to native respondents. Secure attachment proved to be a stronger predictor of psychological health in the immigrant sample than in the native sample. Similarly, we found that fearful attachment had a stronger negative effect on satisfaction with life of immigrants as compared to native respondents. In sum, the evidence for “migrant personality” has been found. This personality, as the results suggest, is functional for immigrants.

When Attitudes do not fit: Different Expectations about Acculturation lead to Intergroup Threat

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PA20: Wed: 9.50-10.15: C

Recent research on acculturation attitudes has shown that the perspectives of minorities as well as majorities should be taken into account to reach a deeper understanding of the acculturation process and its consequences for intergroup relations. The present research examines discordant acculturation attitudes of host society members and immigrants as an antecedent to intergroup threat. Based on integrated threat theory and the concordance model of acculturation, we posited that discordance on culture maintenance and on desire for contact would predict intergroup threat beyond the influence of other antecedents of threat, such as in-group identification, knowledge, and negative contact. A study with 202 German host society members and 151 Turkish and Italian immigrants was conducted. In line with our assumptions, path analyses revealed that culture discordance and contact discordance contribute independently to the prediction of realistic threat, symbolic threat, and intergroup anxiety for host society members and immigrants. Moreover, differences in threat between cultures were mediated by the discordance in acculturation attitudes. Furthermore, we report experimental evidence for the impact of discordant acculturation attitudes on perceived threat. In Experiment 1, Germans (N = 183) were asked for their attitudes towards Turks and Italians. Different levels of concordance of acculturation attitudes were induced and perceived threat was measured. Experiment 2 (N = 100) adopted the same procedure, but two fictitious immigrant groups were used as target groups. Results in both studies showed, in line with our assumptions, that discordance of acculturation attitudes leads to higher perceptions of intergroup threat than concordance of acculturation attitudes. Furthermore, both studies supported the assumption that a similar out-group is perceived as less threatening than a dissimilar out-group.

Four corners of the Diaspora: Comparisons of Jewish Acculturation in New Zealand, Australia, Canada and the United States

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PA21: Wed: 10.15-10.40: C

Jewish people today constitute only 0.2% of the world's population (DellaPergola, 2004). While 40% live in the land of Israel, 60% live in the Diaspora. Of Diaspora Jewry, 67% live in the United States, 4.7% in Canada, 1.3% in Australia and 0.09% in New Zealand. This research examines similarities and differences in the long-term acculturation of Jews in these four nations, examining the role of Motivation for Ethnocultural Continuity (MEC) in predicting behavioural intentions for endogamy (marrying another Jew). Samples of at least 100 unmarried Jews between 18-35 years of age from each country completed an online questionnaire (n = 471). Differences will be examined at the group-level (ethnic vitality indicators and anti-Semitism), and at the individual level (generation, social contact, strength of ethnic identification and religiosity). Multigroup analyses using AMOS will be conducted to test the validity and predictive ability of MEC across all four samples. Results from this study will be discussed with reference to Berry's (2001) acculturation framework, where integration (adapting to the larger society and maintaining one's ethnic heritage) is the preferred strategy for ethnic communities. While Jews as immigrants have already experienced 2,000 years of acculturation in the Diaspora, the creation of future generations will depend on the motivation (and commitment) of today's young Jews to ensure ethnocultural continuity.

Religious beliefs, acculturation, and psychological well-being among North African immigrants in Belgium

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SY7: Wed: 11.00-12.40: A

The present talk will detail preliminary results from an ongoing investigation of the relationships among various aspects of religious belief (intrinsic/extrinsic religiosity, religious fundamentalism), acculturation, and psychological well being among North African immigrants in Belgium. The primary purpose of the study is to examine whether religious belief among immigrants is associated with greater or less acculturation to the Belgian society. A secondary aim is to determine if religious beliefs among Belgian immigrants are associated with resentment with and anger towards the greater Belgian society. Furthermore, this study investigates the role of specific religious dimensions and acculturation in influencing psychological adjustment to the Belgian culture (operationalized in terms of various measures of well-being). An exploratory hypothesis, that acculturation mediates the relationship between religion and well-being, was tested.

Role of religion within the process of acculturation

Central themes put forth in this panel are majority and minority culture shock, need for acculturation strategies, need for cultural analysis, differences and similarities between minority religious and majority secularized cultures, and negotiation of identity. The three presentations are:

The psychosocial function of meaning-making rituals for negotiating majority-minority acculturation strategies: experience from the Swedish school system. Role of religion in negotiating personal and social identity: experiences of identity adaptation and conflict among Assyrian youth in Sweden

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SY8: Wed: 11.25-12.40: B

Religion is a critical part of our psychological and social identity. For many people, religion is the core of their cultural construction of reality. This has been the case for the Assyrian ethnic group, being a Christian minority with an origin in the Middle East and now a presence of 30 years in Sweden. Among the Assyrians, religiosity has played a central role in everyday cultural activities. However, as a result of acculturation, religion is being questioned, analyzed, and negotiated. This process is related to factors such as the role of religiosity in host society in general and changes within the ethnic community in particular. In current mixed-method study, the youths express a strong affiliation with their Christian belonging, however, at the same time traditional religious practices decrease. They express the importance of religion for communication with other Assyrians, but at the same time they also experience alienation towards the religious institutions, which are taking part in the conflicts and schisms within the ethnic community. That part of culture which had been a source of meaning-making for the parents has become a potential for confusion, conflict, and disorientation for the youth.

Religion as a vehicle in the acculturation process: the case of Muslims in Poland

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SY8: Wed: 11.25-12.40: B

Acculturation strategies adopted by nondominant groups and individuals are influenced by an interplay between their new and old cultures. Two non-dominant subgroups in this research are: A. 15 Muslims aged 21-40 coming from Syria, Lebanon, Turkey, Chechnya, Kazakhstan, Albania, Tunisia, Iran, Algeria and Senegal and B. 15 Muslims (Tatars) aged 20-45 who are living in an ethnic enclave in the north of Poland. Members of group A have arrived during the last 20 years. Members of group B have lived in Poland since the 14th century. Comparative analysis is geared towards finding which role religious affiliation of groups A and B plays in the maintenance of one's own culture and in seeking contact with dominant culture. Findings point to the fact that group A practices all aspects of Islam, as a safety measure, securing a way back into countries of origin, while group B practices its own religion in a highly selective fashion using it to delineate boundaries between its own group and its Roman-Catholic and Orthodox neighbours.

The psychosocial function of meaning-making rituals for negotiating majority-minority acculturation strategies: experience from the Swedish school system

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SY8: Wed: 11.25-12.40: B

The challenges raised by the intersection of a predominantly secularized majority Swedish culture with religious minority cultures are outlined through a research project in one of the primary-secondary schools in a Stockholm suburb. The project follows the development, over a two-year period, of how the introduction of meaning-making rituals, for ethnic Swedish teachers and ethnic minority students, provided a means for identifying concerns and for planning negotiating strategies in a joint acculturation process. Psychosocial analysis of the nature and impact of these strategies within and beyond the classroom and school context is facilitated by the interaction of theory from cultural psychology and cultural epidemiology. Special attention is given to the need for assessing and addressing ethnic majority culture acculturation challenges.

Intercultural relations between immigrants and hosts: New
empirical contributions

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SY9: Wed: 11.00-12.40: C

This proposal takes a common social-psychological approach, focusing on correlates and consequences of group processes in intercultural relations between immigrants and hosts. Taken together, the papers cover both immigrant and host perspectives on intercultural relations. Looking beyond varying perceptions of intercultural relations, the papers set out to test attitudinal and behavioral consequences of group processes in intercultural relations. Starting from a common interactive approach to acculturation and intercultural relations, the authors expect that group processes in intercultural relations make a difference in crucial outcome variables related to the acceptance and integration of immigrant minorities in the host society. Specifically, Arends focuses primarily on the minority perspective by examining the structure of group identities of Turkish and Moroccan minorities in the Netherlands. Meeus and van Beselaeere extend the Interactive Acculturation Model by formally testing different measures and effects of fit between host and (perceived) immigrant acculturation orientations. Based on increasingly complex models of discrepancies, she shows that anti-immigrant attitudes are best predicted by taking into account not only the sizes of discrepancies but also their positive or negative direction, in combination with the more or less inclusive nature of host acculturation orientations. Next, Baysu predicts ethnic versus civic political mobilization among second-generation Turks from perceptions of group boundaries and distinct mobility strategies in intercultural relations between immigrants and hosts. Starting from Social Identity Theory and using causal modeling, she tests explanatory models linking perceived permeability and legitimacy in the eyes of minority group members, through distinct identity and mobility strategies, to their political choices or preferences. She shows that perceptions of more or less permeable group boundaries successfully predict a civic type of political engagement through supporting national identification and individual mobility; in contrast, perceived illegitimacy and discrimination in immigrant-host relations are good predictors of ethnic political mobilization through strengthening ethnic identification and social competition. Finally, Vandezande and Phalet examine the so-called 'integration paradox' of highly educated and acculturated but politically disaffected local-born Muslim youth in the Netherlands. Specifically, they explore the role of perceived threat in intercultural relations, using measures of individual and group discrimination as they relate to multiple ethnic, religious and civic self-identifications. Causal modeling is used to test how well different variants of the Rejection-Identification Hypothesis predict attitudinal and behavioral measures of civic disengagement.

Are perceived discrepancies in acculturation orientations a problem for the acculturation process?

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SY9: Wed: 11.00-12.40: C

Following the interactive acculturation model, intergroup processes are considered to be important determinants of the attitudes of majority groups toward minority groups. In order to take this broader acculturation context into consideration, dominant Flemish group members were asked not only to indicate their own acculturation orientations, but also the acculturation orientations they perceived in the Turkish group, an important minority group in Belgium. We expected that perceived congruence between own and perceived acculturation orientation is related to positive attitudes toward the Turkish group, while perceived discrepancies are associated with a more negative view. In past research, difference scores for the two main dimensions (cultural maintenance and outgroup contact) were calculated in order to establish a measure of fit. In this study we investigate whether this is an appropriate way to measure congruence and fit. Different models measuring discrepancies were tested and compared regarding model fit (Edwards, 1994). The use of difference scores seems an inappropriate measure of fit. Alternative models provide a more accurate and differentiated perspective on congruence between own and perceived acculturation strategies. One important finding was that for both the maintenance and the contact dimension a distinction has to be made between positive and negative discrepancies. A negative discrepancy means that minorities do not comply with the preferences of majority members, while a positive discrepancy implies that minorities do not only conform to the norm but that they even do better than what the majority expects from them. People perceiving positive discrepancies hold in general more positive attitudes toward minorities than people who perceive no discrepancy. While the latter have more positive attitudes compared to people perceiving negative discrepancies. In current research, we pay attention to discrepancies in acculturation attitudes perceived by the minority group.

Ethnic versus civic political mobilisation among second generation Turks

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SY9: Wed: 11.00-12.40: C

The aim of this paper is to predict ethnic versus civic types of political mobilisation among second-generation Turks from group processes in intercultural relations between immigrants and hosts. To this end, N=160 Turkish youngsters and young adults in Amsterdam, Rotterdam and Utrecht responded to a standardized questionnaire about intergroup perceptions and attitudes and about political attitudes and behaviours. Starting from Social Identity Theory, it was hypothesized that ethnic and civic types of mobilization among Turkish immigrants are related to distinct perceptions of group boundaries and to distinct identity and mobility strategies. Causal modelling was used to test explanatory models, predicting ethnic or civic political choices or preferences from the perceived permeability and legitimacy of group boundaries in the eyes of minority group members, with identity and mobility strategies as mediating variables. The results show that perceptions of permeable group boundaries successfully predict a civic type of political engagement through supporting national identification and individual mobility; in contrast, perceived illegitimacy and discrimination in immigrant-host relations are good predictors of ethnic political mobilisation through strengthening ethnic identification and social competition

Muslim minorities in Rotterdam: Inter-ethnic relations and civic (dis)engagement

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SY9: Wed: 11.00-12.40: C

Our analysis of civic disengagement among Muslims in the Netherlands starts from the so-called 'integration paradox' of highly educated and acculturated but politically disaffected Muslim youth in the Netherlands. Drawing on large-scale survey data among random samples of Turkish- and Moroccan self-identified Muslims in Rotterdam; the first part of the paper describes diversity and trends in civic engagement or disengagement, as compared to native citizens of the same age, gender and education. In a next step, we examine explanations of disengagement from perceived discrimination in interethnic relations and multiple ethnic, religious and civic self-identifications. Causal modelling is used to test how well different variants of the Rejection-Identification Hypothesis predict attitudinal and behavioural measures of civic disengagement among our Muslim samples. To conclude, we discuss longitudinal and comparative extensions and implications of our preliminary analyses.

Osmose in the Dutch society

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PA22: Wed: 11.00-11.25: D

During the past years the Dutch society became less open to the world and less tolerant towards immigrants and foreign Dutchmen and -women. To encourage cohesion in this society, it is important that native and foreign Dutch learn to communicate effectively with each other. My organisation, Osmose, contributes by using the 'osmose-method'. Osmose has chosen its name because we think that osmosis is how in a multicultural society people should act and live together: not apart, not alike each other but in interaction with each other.

Working principles for the organisation are that 1) All people have interests and responsibilities and 2) Solutions of multicultural questions should be based upon the interests and responsibilities of the people involved. The osmose-method means: to analyse and solve a multicultural problem means asking which interests and responsibilities every participant has. Then you analyse if there is mutual recognition and acceptance of each other's interests and responsibilities. Then participants discuss possible actions.

This discussion leads possibly towards: 1) A compromise or win-win conclusion: parties decide to change their behaviour or to cooperate; 2) A ban by the (dominant) majority; mainly because of the law; 3) A decision to tolerate the different behaviour.

Two examples out of the practice of Osmose will follow: 1) participation of foreign youth; 2) cooperation of foreign residents and housing corporation.

Equality is an important condition for an effective integration process. Many native people see integration as a duty solely of the foreigners. Many efforts have been given to enable immigrants to equal participation. But are native Dutch able to this? Nowadays this ability is more important than ever. The Intercultural Effectiveness Training (Jan Pieter van Oudenhoven & a.o. Osmose) can play here an important role. This training enables the Dutch to communicate and cooperate effectively with their foreign Dutch fellow citizens.

To Whom Should I Turn for Help With my Child? Help-Seeking Attitudes Among Immigrant and Host Parents

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PA23: Wed: 11.25-11.50: D

Research suggests that immigrant children, adolescents, and adults tend to utilize psychological services to a less extent as compared to the host populations. Childhood and adolescence pose varied challenges that often call for professional intervention. Our study examined immigrant and host parents' willingness to approach a professional helper in cases of need in different areas and at different levels of severity. Approximately two hundred Israeli parents - half of them immigrants from the Former Soviet Union and half of them Israeli-born - completed questionnaires consisting of short vignettes describing children with different types of problems. They were asked about their willingness to turn to professional help if the protagonist would be their own child. If yes, they were requested to specify their preference for an immigrant or a host professional. We also examined their lay conceptions regarding the etiology of mental disturbances. Implications for the provision of culturally-sensitive services will be discussed.

The Guanxi Reinforces the Service Quality: The Insurance Industry in Taiwan

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PA24: Wed: 11.50-12.15: D

As firms have become more aware of the competitive and economic implications of customer service, many have sought ways to dramatically improve their service quality. However while the relationship between customer expectation and service quality may seem inherently obvious, it is still neglected and rarely empirically examined by managers in individual organizations, especially in regions of the teaching of Confucianism, such as Taiwan, where transaction is dealt based upon guanxi in stead of emphasis on quality of goods or services. It does not mean that quality is not as important in Chinese business. In fact, quality is 'guaranteed' by guanxi, with which not just construct their social webs but also reinforce the social harmony. In our study, we address and examine this issue. The results suggest that, in contrast to relationship marketing, the perceived service quality is particularly moderated by guanxi which plays as the internal factor in constructing interpersonal relationships and bringing the effect to reconcile the service quality perception between service providers and receivers. In addition to that, guanxi networks also play as the external factor in connecting inter groups to reinforce the business corporation and ensure the service quality, which in turn makes guanxi the inter-cultural competency for international joint ventures

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PA25: Wed: 12.15-12.40: D

Within a fast globalising world, nation-states are exposed to both global and local forces. Not only have national borders become porous, but global forces beyond governmental control are imposing their laws and precepts on the planet. The concomitant erosion of the legitimacy and authority of nation-states results in a weakening of the association between the state and ethnicity. Ethnic minorities subjugated or absorbed by nation-states have thus been "freed" resulting in worldwide ethnic revitalisation and mobilisation within and across national borders. A sense of national identity have furthermore lost its credibility for many resulting in people seeking alternative communities in which to vest their identity.

With the advent of a new political dispensation in 1994, South Africa became part of the globalising world marked by paradoxical tendencies and impulses. This paper focuses on the search for identity among white Afrikaners – and Afrikaner youth in particular - in post-apartheid South Africa as reflected in the popularity of songs like "De la Rey" and the controversial use of symbols of the "old" South Africa. It analyses media discourses and reports on a number of qualitative interviews with youth on relevant issues. Conclusions are drawn with regard to the precarious balance between diversity and unity in heterogeneous societies taking into account the contradictory centripetal and centrifugal forces within the globalising world.

Special Session on Globalization and Intercultural Conflict: Exploring Collaborations and Projects to Reduce Large Scale Intercultural Conflict.

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Special Session: Wed: 13.00-14.00: B

Rosita Albert: chair and presenter
Dharm P. S. Bhawuk: presenter

This special session is a call for exploration and future action. Its purpose is to bring together intercultural scholars for the purpose of initiating, discussing, and developing possible collaborations, and future efforts in research, theory building and practice focused on the reductions of tragic intercultural/interethnic/interreligious conflicts. Therefore, this will be a dynamic and interactive session, rather than a paper presentation session. We invite you to come and to participate. There is great urgency for work on the reduction of interethnic/ interreligious/intercultural conflicts, and meaningful contributions can and should be made by intercultural scholars. Today we live in a world in which people are increasingly connected to each other, yet beset by deadly, and tragic conflicts that involve whole countries, millions of people, and affect much of the world.

The following issues will serve as a starting point for the discussion: 1) Issues of knowledge and research. What do we know that we can contribute to the prevention of large man-made tragedies such as Darfur, to the amelioration of interethnic relations in such major conflicts, and to reconciliation after such tragedies? What don't we know and need to find out through future research? 2) Implementation issues. What can we learn from practitioners focusing on ethnic conflict, war, and prejudice reduction to make our research more likely to be used? How can intercultural knowledge, as well as knowledge of peace and conflict resolution be brought to the attention of policy makers, the public, and other stakeholders to have a greater impact in situations involving ethnic cleaning, war, or other tragedies?

Other issues and questions may emerge from the participants during the session. The session will serve to explore ideas and projects, plan for their development over the next two years, and lay the foundation for sessions at the 2009 Congress.

Multiculturalism

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KS2: Wed: 14.00-15.00: A

Multiculturalism is more often the topic of public discourse than of scientific scrutiny. The presentation, based on research conducted by our research group at Tilburg University, has three parts. The first describes current models of multiculturalism (psychological meaning, antecedents, and consequences). Its relationship with acculturation orientations among mainstreamers and immigrants is discussed. The second addresses differences in support for multiculturalism in various European countries, as assessed in the European Social Survey. An important predictor of a country's support for multiculturalism is its level of affluence. The third and last part of the presentation deals with recent developments in multiculturalism in the Netherlands. The presumed deteriorated state of multiculturalism, as often observed in Dutch media, is not matched by a decline in support for multiculturalism among the public. Reasons for the discrepancy between views on changes in multiculturalism expressed in public discourse and research findings are discussed.

Enculturation and acculturation: Chinese immigrant adolescent experiences

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PoSe1: Wed: 15.00-17.00: M.164

As a result of the exceptional immigration growth in the past decade, the Chinese immigrant students now constitute a rapidly growing segment of ESL learners in urban Canadian classrooms. In addition to coping with dramatic developmental changes unique to this period of life, recent Chinese immigrant adolescents have to concurrently undergo the dual process of enculturation and acculturation, receiving heritage culture at home and learning mainstream culture at school. This study pursued two research questions: 1) What experiences at home and at school are of significance to recent Chinese immigrant adolescents? 2) How do they construct the meanings of their bicultural experiences in the process of enculturation and acculturation? Inspired by sociocultural theory of mind, and critical theory in education, this multi-case narrative study took a critical sociocultural perspective to understand how adolescent psychological functioning develops out of situated context in social relations of power. The study recruited 12 recent Chinese immigrant adolescents, six male and six female, as research participants. Each adolescent attended an open-ended interview and wrote two short, diary-style essays on "*my home*" and "*my school*". The findings revealed that these adolescents were stuck between two different worlds defined respectively by the authority of their parents and the domination of the mainstream. Their understanding of home was intertwined with settlement difficulties, parental sacrifices, rigorous home academic discipline, and their gratitude to parents. Their views on what was taught and how it was taught at school were related to the length of their Canadian residence and the levels of cognitive sophistication. They cherished their ethnic peer social life but were concerned about the negative psychological side-effects of the ESL programming, such as diminishing self-esteem and heightened social anxiety.

Acculturative stress and nostalgia in immigrant adolescents: Changes in time and the predicting variables

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PoSe1: Wed: 15.00-17.00: M.164

Acculturative stress and nostalgia were investigated in a three-year longitudinal study that included one pre-migration and three post-migration measurements. Participants were high-school adolescents who immigrated from Russia and Ukraine to Israel without their parents. Pre-migration psychological resources of immigrants were measured as their general self-esteem, body image, social competence, school competence, emotional and behavioral problems, and loneliness. In the post-migration period, acculturative stress changed in a curvilinear fashion: it strengthened in the second year after immigration compared to the first year and decreased in the third year after immigration. Nostalgia slowly diminished from the first to the third year after immigration. Psychological resources of immigrants measured in the pre-migration period were negatively correlated with the post-migration measures of acculturative stress and nostalgia. Perceived discrimination in the host country was strongly positively correlated with acculturative stress and nostalgia. Perceived social support from friends and teachers negatively correlated with acculturative stress and nostalgia, while perceived social support from the adolescents' parents was not correlated with these variables. Theoretical and practical implications of the results obtained are discussed.

**The impact of socio-economic status and attachment styles on
urban hosts' attitudes towards adaptation strategies of rural migrants in China**

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PoSe1: Wed: 15.00-17.00: M.164

Over the last couple of years, the issue of rural-to-urban migration has received intensive attention in China. By 2005, about 140 million rural migrants resided in cities without legal permission. Such a rapid and large scale migration has created intense social conflicts between urban hosts and rural migrants. How to remove the bias of urban hosts towards rural migrants has become a challenge to the Chinese government and social scientists. The aim of this study is to investigate urban hosts' attitudes towards four types of adaptation strategies used by rural migrants (integration, assimilation, separation, and marginalization). Specially, we explore the influence of hosts' socio-economic status (SES) and their attachment styles on their attitudes toward adaptation strategies. Our basic assumption is that the urban hosts with high SES value integration and assimilation strategies to a larger extent, and value separation and marginalization strategies to a less extent than the hosts with low SES. Further the impact of SES on hosts' attitudes towards adaptation strategies is moderated by the hosts' attachment style (secure, preoccupied, dismissive, fearful). In the study, the four types of adaptation strategies are manipulated by using a series of scenarios. Hosts' SES is indicated by participants' education and occupation, and their attachment styles are measured through attachment styled questionnaire (ASQ). The data collection of survey takes place in four Chinese cities, and the results will be represented at the IAIR 2007 meeting.

Who Are These Young Assyrian Women?
Participatory Action Research For, With and About Young Assyrian Women

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PoSe1: Wed: 15.00-17.00: M.164

I am conducting Participatory Action Research (PAR) with young Assyrian women (16-20 years) in Wellington, New Zealand. My ethnographic observations, interviews and focus groups explore how the acculturation process impacts on participants' experiences at school and their aspirations for the future. This poster illustrates what is supporting the maintenance of Assyrian culture and suggests strategies to support the cross-cultural adaptation of Assyrian students into New Zealand schools through improved intercultural communication and contact. Over recent decades the continuance of the Assyrian culture has been placed under a perceived threat, as Assyrians have fled persecution in Iraq (Aprim, 2004) but little research has been conducted so far. A thematic analysis across the research contexts reveals that participants place great importance on maintaining their culture and express frustration that New Zealanders are unfamiliar with their ethnic identity and only associate their homeland with terrorism and Islam. Participants clearly enjoy frequent contact with other Assyrians in Wellington and abroad with the help of global communication technologies. However, this support network does not necessarily help their adaptation into New Zealand schools. The young women, Assyrian parents and teachers who were interviewed for the research perceive that Assyrian girls have high absenteeism rates at school and feel uncomfortable mixing with their Kiwi peers and asking teachers for help when they need it. In line with the Participatory Action Research methodology, I aim to collaborate with participants to achieve applied research outcomes that address issues they have raised. One such outcome could be to improve intercultural communication and contact in educational settings. Future theory building about the acculturation process should take host-national attitudes towards the immigrant refugee group and socio-economic and historical contexts more into account when evaluating cultural adaptation outcomes.

Cosmopolitan identity – the overlooked element in policies on immigrants' adaptation

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PoSe1: Wed: 15.00-17.00: M.164

The idea that developing “local” identity which connects immigrants’ to the host (local) culture, is a prerequisite for immigrants’ successful adaptation has been dominant among policy makers. For example, in a prototypical immigration country, the Netherlands, recent immigration policy stresses the importance of the acquisition of a local identity by immigrants and minority members. However, such a policy meets a lot of resistance among minority members as it is perceived as threatening to the native (original) identity by immigrants. Findings of the present study indicate that a hitherto overlooked factor – cosmopolitan identity – is also important for immigrants’ success. We conducted a questionnaire survey among Russian, Polish and Hungarian immigrants in the Netherlands (total N= 625), in which we measured cosmopolitan identity, host identity, psychological and social adaptation. The results indicate that cosmopolitan identity is an important predictor of immigrants’ successful psychological and social adaptation and facilitates immigrants’ development of a local identity related to the host culture. The application of the findings for policy making is discussed; mainly that policy promoting acquisition of cosmopolitan identity by immigrants could cause less resistance and therefore be more effective than policy focused on acquisition of the local identity.

Integration & Citizenship

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PoSe1: Wed: 15.00-17.00: M.164

In this project several universities and institutions which work with immigrants joined their experience to find a new method for the integration of immigrants and refugees and to develop learning programs. The universities are: Hanzehogeschool (Groningen, the Netherlands), Jihočeská Univerzita (Ceske Budejovice, Czech republic) and Den Sociale Højskole (Odense, Denmark). The participating institutions are: Humanitas, Loggerconsult, and CMO, all from Groningen, the Netherlands and Caritas Prague from the Czech Republic. The project started in October 2003 and lasted until December 2005. It has been subsidized by the Leonardo da Vinci program of the European Community. The report "Integration & Citizenship" has been published in English with a translation in Czech, Danish and Dutch. Based on the project a Dutch handbook for coaches of immigrants has been developed: "Samenwerken aan integratie". This method is composed of evidence-based good practices of partners and adjusted on feedback of immigrants. The key items are: Internalising core democratic values, Empowerment of immigrants, Networking, and Inclusion of native volunteers.

European societies are organised in a way many immigrants experience barriers to become an equal member of society. As societies should use the potential of all citizens fully, the objective of the method is: *Immigrants should be active members of society, participating in line with their competences.*

The method is aimed at both individuals and communities, because integration can only be successful when it is a two-way process. The immigrants have to adapt to a new society, but society also has to adapt. The method comprises various elements which can be used to compose tailor-made programmes to suit different contexts and different people: Coaching, Focus on basic needs, Focus on quality of life, and Focus on community.

Domestic vs. International adaptation. The case of French and Canadian vs. Vietnamese students in France and Canada

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PoSe1: Wed: 15.00-17.00: M.164

With the increasing number of international students in western societies and the facilitated access to higher education for local students, a parallel needs to be drawn between 1st year local students and international students. France and Canada are both concerned by this increase, involving mainly Asian students. In France, Vietnamese students represent the second largest group of international students (4000 students in 2004) and in Canada, only a small proportion (1000 students in 2004). The educational system in these countries differs on four main points. First, education is administered by a national unified organisation in France, while in Canada it is under the responsibility of the different states. Second, two official languages are spoken in Canada: French and English. Third and fourth differences concern the educational system's organisation itself and the immigration policies regarding foreign students. However, the historically close relationship between France and Vietnam might facilitate the establishment of the relations between Vietnamese students and French universities. This research emphasizes on two distinctions: sociocultural and psychological adaptation (Ward and Kenney, 1993); and domestic and international adaptation (Black, Mendenhall and Oddou, 1991). It underlines the major developmental transition that the population of interest is undergoing: "emerging adulthood" (Arnett, 2004), and the differences in western universities concerning students' integration. The studied variables are state-anxiety, working models of attachment, social support, co-national and host national identifications, daily problems, sociocultural adaptation and psychological adaptation. A comparative study between French and Canadian 1st year students and Vietnamese international students in France and Canada is conducted to define elements specific to domestic adaptation compared to international adaptation in two different cultures. Do differences in relations between these two countries and Vietnam influence the predictors of Vietnamese students' adaptation? Do differences in the educational system have an effect on students' adaptation to university?

Asian students' cultural adaptation in France. A comparative study between Chinese sojourners students and Vietnamese international students

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PoSe1: Wed: 15.00-17.00: M.164

One of today's economic stakes concerns foreign students and the attractiveness of western universities. A sharp increase in their number has been noticed since 1998. In France, it is mostly imputable to Asian students (21.6%) (from China (21 000 in 2005) then Vietnam (4000 in 2005)). Within this population of Asian students, there is a great diversity. Vietnamese sojourn in France longer than Chinese. Within Ward and colleagues' model on sociocultural and psychological adaptation (Searle & Ward, 1990; Ward & Kennedy, 1993), this paper examined through two studies their acculturation. Participants of study 1 were 141 Chinese sojourners-students in France (age: 19 to 38, length of stay: 1 to 24 months). 80 were enrolled in an English taught program. We explored the group's preferred acculturation strategy through measures of language preference, cultural identity, social affiliation and acculturation stress. Study 2 was constituted of 100 Vietnamese international students (age: 18 to 34, length of stay: 1 month to 8 years). Language preference, biculturalism, daily problems and acculturative strategies were studied. Both studies included measures of psychological well-being and state-anxiety. Results indicate differences in the acculturation process of these two Asian groups which are congruent with their specific status in the French context. Chinese sojourners-students mainly used Mandarin to communicate. They developed a separation acculturation strategy, showed comfortable psychological well-being and moderate acculturation stress. The students in English taught programs are more stressed than those in a French program. Vietnamese international students used French preferentially. Their preferred acculturation strategy was integration. They showed a relatively high level of psychological well-being, a moderate amount of anxiety and encountered an average number of daily problems. However, predictors of Chinese and Vietnamese adaptation appeared different.

Effects of a Wellness Program on International Students' Adjustment

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PoSe1: Wed: 15.00-17.00: M.164

International students undergo both psychological and physiological adjustments while studying abroad. In order to overcome these cultural adjustments, to remain healthy, and to increase the overall adjustment levels, a wellness program will be beneficial. The aim of this study is to assess the effectiveness of a wellness program, from "whole person" perspectives, on the adjustment levels and wellness status of international students' as well as to explain the program's effectiveness toward easing international students' adjustment to the US. Participants will consist of fifteen international students, recruited for the preliminary study from newly admitted international students at Kent State University. The Student Adaptation to College Questionnaire - SACQ (Baker & Siryk, 1984, 1989a), the Wellness Inventory (Hung, 1996), and the Demographics and Campus Resources Questionnaire are distributed three times to the students who took part in the preliminary study: first, a week prior to beginning the wellness program, second, after four weeks of the first wellness program, and third, within one week after the last wellness program group session. The wellness program will be conducted as an eight-session program that is supplemented by a motivational workbook. The repeated measures ANOVA data analysis approach of interest at the $P=.05$ level is used to address these preliminary study questions.

Psychological profile of Chinese Student Sojourners in France

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PoSe1: Wed: 15.00-17.00: M.164

Globalization and a liberal economic policy have dramatically changed the Chinese culture. 100 000 Chinese students came to study in Europe in 2005; 21,000 came to France, not usually a preferred study destination. Ward and colleagues' conceptualization of cultural adaptation (Searle & Ward, 1990; Ward & Kennedy, 1993) was the frame used to examine the cultural adaptation profiles of Chinese sojourners-students in France. Participants in the study were 141 Chinese sojourners-students, ages 19-38, in France less than 24 months, enrolled in an institution of higher education. Cultural adaptation was measured with 4-points Likert questionnaires. Two scales measured psychological adaptation: Psychological Wellbeing (Anxiety-State), Depression Tendency; and Sociocultural Adaptation was measured with Ward's. A cluster analysis showed distinct typologies. The 3.5 % of the population that seems in distress is the only group scoring positive in depression. The only group with very high scores in sociocultural adaptation (22.5%) scores very low in psychological well-being. 37.5% have acceptable sociocultural adaptation, above average psychological well-being, and no depression. Two groups can be differentiated here, one lower in psychological well-being and higher in sociocultural adaptation (25%) and the other with opposite scores (12.5%). The largest group (36.5%) feels somehow socioculturally adapted while it is slightly low on psychological well-being. Psychological well-being and sociocultural adjustment appear as independent adjustment factors. Psychosomatic complaints are a predictor of cultural maladjustment – supporting the idea that this is a good measure of psychological adjustment in the Chinese population. Previous knowledge of French and receiving help from the school, influence positively cultural adjustment. The overall picture shows a well adjusted population that copes satisfactory with the demands of the French education system. Further research would be required to establish evidence-based practice that could help in the selection of Chinese candidates and the proper development of a domestic policy.

Expatriates in contact with host nationals

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PoSe2: Wed: 15.00-17.00: M.55

Expatriate adjustment is very important for the success of an international assignment. One way to facilitate this adjustment is to encourage contact with host nationals. The association hypothesis posits that more social interaction with host nationals leads to a more positive attitude towards these host nationals. This can make psychological well-being increase, which in turn facilitates expatriate performance.

In this research project we bring expatriates from Europe, North America and Australia with French or English as a first language in contact with a Dutch host family to see the effect of this contact on their well-being, professional functioning and intercultural communication competence. During nine months in the beginning of their stay, the expatriates will have regular contact with the host family, for example have dinner together, go to a museum etc. There will be a control group who is put into contact with a host family only after these nine months. Some of the partners of the expatriates are asked to keep a weekly diary of their experiences in the Netherlands.

This contact between an expatriate family and a host family during the sojourn may facilitate both socio-cultural and psychological adjustment. Host nationals can help expatriates with learning about cultural rules and conventions, and social support, part of which the host family can offer, is very important for psychological adjustment. Some research shows that if the expatriate adjusts well to both the socio-cultural domain and the psychological domain, this has positive consequences for his performance at work. Structured contact with host nationals can facilitate adjustment and improve performance, which is crucial for the success of an international assignment.

The need for inclusion of host nationals in cross-cultural trainings

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PoSe2: Wed: 15.00-17.00: M.55

In times of advanced globalization overseas assignments have increased. But a high rate of foreign assignments fails. Research on reasons of unsuccessful overseas assignment normally focuses on the expatriates' behaviour and abilities. This is reflected in the application of cross-cultural trainings, which are mainly directed to the expatriates' abilities to adapt to the host culture and to cope with acculturative stress. But adjustment to the host culture is not a one-sided process. Host national collaborators also influence the success of the foreign assignment, since their perception of the expatriates' behaviour is constitutive for a positive work atmosphere, what leads to high commitment, cohesion, motivation etc. and thus is necessary to reach high performance. At the same time this perception is subjective, what means stereotype conducted. Even if the expatriate shows a high degree of cultural intelligence, the interpretation of his or her behaviour by host nationals may be different to the intentions he or she had. Therefore, it is not enough only to train the expatriate in order to develop cultural awareness and culture specific interaction competence. The same necessity prevails for sensibilizing the host national collaborators for the situation of cultural overlap, in which they work. Culture awareness training should take place overseas with both expatriates and host nationals. The paper describes how a stereotypic perception of the 'other' may affect the working atmosphere in the case of German Mexican collaboration and it's implications for the need of training overseas with host nationals and expatriates. It highlights the results of qualitative data, surveyed with German expatriates and Mexican collaborators.

The Validation of Intercultural Business Corruptibility Scale (IBCS)

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PoSe2: Wed: 15.00-17.00: M.55

An Assessment of Intercultural Competence in Transnational Business Relationship Management. Intercultural interaction is an indispensable aspect of international business development. Senior executives need to negotiate with their overseas clients and suppliers regularly even if they do not share the same perspective in business / ethical protocols (e.g., views on guanxi and bribery) in lieu of the cultural and economic differences. This experience is often narrated in anecdotal reports by expatriates (from developed nations) who managed businesses in the less developed countries. The current research shows the development of an Intercultural Business Corruptibility Scale (IBCS) – An assessment of individual differences on receptivity to using bribery and corrupt business strategies in transnational business relationship management. Three studies were performed to validate the construction of this scale. Study 1 correlated the 16-item IBCS scale with the NEO-PI (McCrae & Costa, 1992) and the Multicultural Personality Questionnaire (Van Der Zee & van Oudenhoven, 2001); Study 2 examined IBCS using measurements on Authoritarian Personality, Uncertainty Avoidance, International Orientation and Social Desirability; and Study 3 used a series of Situational Judgment Tests to predict culturally appropriate behaviors based on IBCS scores. The overall results were in line with our expectations. IBCS can be utilized as an assessment of individual competence in intercultural communication and relationship management.

Cultural Traits, Post-merger Cross-Cultural Strategies and Employee Satisfaction after International Mergers and Acquisitions

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PoSe2: Wed: 15.00-17.00: M.55

This study examines the fitness between cultural traits of partnering firms and their post-merger cross-cultural strategies. Prior research has identified numerous cultural traits of the partnering firms in cross-border mergers and acquisitions, such as individualism, strategic leadership type and the strength of organizational culture as influence factors and has examined their impact upon the adoption of various cross-cultural integration strategies, such as centralization, decentralization and equalization. The evidence employed in prior research was largely economic, for example, business performance and task integration. This study attempts to examine the relationship between cultural traits and cross-cultural integration strategies from a different approach - the evidence will be from the employee satisfaction, which is stratified as social identity, mutual trust and shared vision. With empirical data from two-four cases of international mergers and acquisitions between Chinese companies and two-four foreign multinationals, this study will examine not only the possible relationship between cultural traits and post-merger cross-cultural integration strategies, but also the appropriateness of the cross-cultural strategies employed by the acquiring firms. Implications will be achieved for both business practitioners and academic researchers.

Investigating adjustment to domestic and international personnel transfers: Towards addressing conceptual and methodological deficiencies

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PoSe2: Wed: 15.00-17.00: M.55

This paper argues that expatriate adjustment research suffers from empirical voids as well as defective conceptualisations. The lack of an exploratory, empirical grounding of the environmental domains relevant in relocatee adjustment and the unsubstantiated assumption of homogeneity of research samples at various levels of specificity underlying most expatriate adjustment research to date prompted two separate, yet related, empirical investigations. In order to arrive at a content valid and empirically grounded set of environmental domains, the first study surveyed the relocatee population of one large German multinational company, using an open response format. It sought an answer to the question in which domains relocatees, both international and domestic, assigned to a variety of host locations, report experiencing change when comparing their host environment to their home environment. Responses from 512 relocatees were content analysed and resulted in a very detailed and differentiated picture of the environmental domains relevant in relocatee adjustment. These results informed the second study. This was investigating the question whether the relocatee population of the same company could be meaningfully segmented in such a way that high intra-segmental homogeneity was achieved whereas at the same time high inter-segmental heterogeneity existed, if adjustment was used as the segmentation criterion. A series of hierarchical, agglomerative cluster analyses of the data from 488 respondents identified a number of cluster solutions fulfilling the outlined criteria. The emerging clusters were profiled and cluster membership was related to a number of global outcome measures and antecedents. The outcome of the second study suggests the requirement for a stronger focus on the individual relocatee in future research efforts as well as in the development of policies governing international personnel transfers.

Reporting Sexual Harassment in Argentina, Brasil and Chile

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PoSe3: Wed: 15.00-17.00: M.155

This descriptive study reports on perceptions of sexual harassment as a function of marital status, age, education, religion, and gender by utilizing data from the People's Security Surveys (PSS) conducted with 8108 employees (approximately 48% male and 52% female) from Argentina, Brazil, and Chile who were chosen by the International Labour Organization to answer questions using the same methodology on both a quota sample and questionnaire data. Significant results indicated that (1) married and partnered individuals perceived events as more sexually harassing than did single individuals (2) that greater incidences of sexual harassment were perceived by non-Catholic individuals, (3) by those between the ages of 25-34, (4) by victims who were white, and (5) by those who had some education at the college level or above. There were no significant differences in the perceptions or reports of sexual harassment by the gender of the respondents.

**Counseling in Multicultural Societies in an Era of Globalization:
Challenges and Pitfalls**

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PoSe3: Wed: 15.00-17.00: M.155

The present paper will focus on the possible contribution of the school counseling profession to the students' well-being in a global age. We will discuss some of the hazards that school counselors and other mental health professionals are likely to face when working in multicultural societies, such as Israel, in a global age. The presentation will focus on school counselors since they are the most visible and influential mental health agents in educational institutions and are highly involved in school life, performing diverse tasks at the various school levels. The changes brought to schools by globalization include: the promotion of market approaches to school choice; the deregulation in order to encourage new providers (including online providers of educational services) and the required adaptations regarding students' preparation for work. These changes challenge the delicate balance regarding the order of priorities in the counselor's work, and call for the development and implementation of new strategies for work in multicultural societies.

Employment Discrimination against Arabs: Results of a Correspondence Study in a Large Dutch Metropolitan Area

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PoSe3: Wed: 15.00-17.00: M.155

In The Netherlands, the unemployment rate among applicants of Arab origin is higher than those of host nationals and other ethnic minorities with similar backgrounds (Dutch Central Office of Statistics, 2004). Educational level, language proficiency, work ethos, and job search behavior explain the differential access of Arab ethnics to the Dutch labor market but only to a certain extent. Several audit studies in Europe showed when an ethnic minority and a majority candidate applied for the same advertised position the minority applicant was more frequently rejected than the majority applicant. In a field experiment, using the correspondence technique, we measured recruitment discrimination against Arab applicants in a large Dutch metropolitan area. To manipulate ethnicity, we assigned each resume a very Dutch-sounding or Arab-sounding name. Moderators investigated were function, gender, and socioeconomic status (SES). We hypothesized that callback rates would be the lowest for resumes of male applicants with an Arab-sounding name and low SES when sent to front-office jobs. In a series of pilot studies we developed and tested the experimental materials. In the correspondence study, we sent 744 resumes to 192 advertisements. Resumes with Arab names received significantly fewer job invitations and more rejections than equivalent Dutch resumes. Discrimination rate did not differ across applicants' gender, SES and type of job. Our study findings point to employment discrimination against Arab applicants in a large Dutch metropolitan area. Names are an important part of personal identity and ethnic names have been evidenced as a direct antecedent of employment discrimination. As Arab ethnics are the most fast growing minority group in the Netherlands and ethnic discrimination is prevalent, our studies have implications for successful integration and assimilation of Arab minority groups in the Dutch labor market. Theoretical and practical implications for overcoming biases in employment-related decision-making are discussed.

Workforce diversity: sexual orientation discrimination in Thailand

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PoSe3: Wed: 15.00-17.00: M.155

A cornerstone of the homosexual rights movement, equality in the workplace has been a pivotal struggle for gays, lesbians, bisexuals, and transgenders. The objective of this article features the concern about sexual orientation discrimination in the workplace of Thailand. Most of gays, lesbians, bisexuals, and transgenders have emotional intelligence and special ability different from ordinary people. In Thailand, homosexual behaviors are more disclosed than in the past. They are more accepted, providing general Thai social mores are observed, and there's no anti-gay establishment. However, there is sexual orientation discrimination in both public and private organizations up to their environment and culture. It is important that organizations must be more concerned about sexual orientation diversity and get ready for change to protect the discrimination between employees by aligning human resource strategy in short and long term to make sustainable competitive advantage.

The SON-R nonverbal intelligence tests

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PoSe3: Wed: 15.00-17.00: M.155

The SON-tests are tests of general intelligence that can be administered without the use of spoken or written language. This makes the test especially suitable for children with problems in the area of language and communication, such as children with hearing loss, speech problems, autistic children, children with dyslexia and immigrant children. With the latest revision there is a test for young children (SON-R 2,5-7) and for older children (SON-R 5,5-17). Norms have been published for the Netherlands and for Germany and standardisations have been carried out for Great Britain, Czech Republic and Slovakia. In Brazil the standardisation research has just started. Nonverbal is not identical to culture fair. In recent years research with the tests in Africa (e.g. Moroc and Kenia), Asia (Thailand) and South America (Peru, Brazil) has been carried out to improve the culture fairness of the pictures in the test and to see if cultural factors should affect the interpretation. It appears that very deprived circumstances can lead to low scores that should not be interpreted as a sign of mental retardation. At the Conference we will present the SON-test and give an impression of the research into culture fairness.

Cognitive Development of Chinese Children in the Netherlands

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PoSe3: Wed: 15.00-17.00: M.155

Many findings suggest that Chinese immigrant children in the Netherlands do as well as native Dutch children, and sometimes even better. This is in contrast to the low achievement of many other immigrant groups. This research attempts to explain, in terms of measurement of intelligence and other factors related to learning, including the role of motivation from Chinese families and the effects of cultural diversity, why Chinese immigrant children do so well. In this research, 20 Chinese children between 6 and 16 years, living in Groningen, have been measured by the SON-I Nonverbal Intelligence Test. Questionnaires that are filled out by the pupils, their parents and their teachers, are the background support of the research. The outcome of the test shows that the Chinese children are obviously better than non-Chinese children on all four subtests. Other advantageous factors, e.g. cultural differences and Dutch society, are explored in the research and results will be presented at the Conference.

Why value congruence is not a path to peace

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PoSe3: Wed: 15.00-17.00: M.155

Values are an important feature in the lexicon of politicians and policy makers. More specifically, a *global* agreement on values is high on the current political agenda. Culture is a value-concept (Weber, 1904/1949) and in contemporary political rhetoric particular values are used to describe the national culture and it is argued that successful integration and even 'world peace' rely heavily on value congruence. Research supports this: Value consensus is intended to contribute to social stability as cooperation increases and the probability that violence will be used to resolve a conflict is reduced (Schwartz & Sagie, 2000), possibly because value consensus is argued to lead to less ambiguity and thus less uncertainty (Cable & Edwards, 2004). Yet, others argue that allocating values to groups allows for the categorisation of people into subcultures, with an almost scientific status. The description of what a culture is has become a 'truth'; we forget it is a human construct (Minkov, 2007). Many of these constructs are used to measure culture and by doing so, categorise people into value boxes (e.g., Hopkins, Reicher, and Kahani-Hopkins, 2003). "It may be overly simplistic to assume that the arithmetic mean of the people in a unit can capture the extent of culture or climate" (Kristof-Brown et al., 2005, p. 292): culture is more than the sum of its parts. What people hold as important and why is complex, and trying to enforce global value change may backfire severely; Iraq being the case in point. An interdisciplinary focus, spanning across the social sciences and incorporating cross-cultural methodologies, seems to be the way forward. Furthermore, now that culture and values have become important within the lexicon of governments and policy makers, it is time to debate the responsibility of academic cultural research.

French children's ethnic attitudes: in-group and out-group evaluations

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PoSe4: Wed: 15.00-17.00: M.55

Inter-group theories like Tajfel and Turner's Social Identity Theory (1979) propose that social categorisation leads people to maximise evaluative differences between their own group and others. According to the "Minimal groups paradigm" (Tajfel, 1978), this social categorisation produces in-group favouritism and out-group prejudice. Children have ideas and attitudes toward cultural groups especially in multicultural societies. Studies have shown that children's ethnic attitudes depend on the status of their culture in a society, as a majority or minority. In the present study, we examined in-group and out-group evaluations and the effect of culture. In addition, considering this paradigm, in-group favouritism and out-group prejudice should be related. However, authors like Brewer (1999) and Aboud (2003) claimed that children do not necessarily relate in and out-groups attitudes. In this way, we have tested the possible relation between in-group and out-group evaluations. Participants were 392 elementary school children. 254 were French children and 138 children were originally from immigration (85 from Maghreb, 38 from Africa and 15 from Turkey). The evaluation attribution task (Aboud, 1988) was used as a measure. This procedure enables us to evaluate attitudes toward in and out groups.

Results indicate that children did not necessarily display in-group favouritism and out-group prejudice. The four cultural groups did not react in the same way. In fact, Maghrebians and Turkish evaluate differently their own group, contrary to French and Africans. They seem to be unfavourable toward their own groups and more favourable toward the out-group. However, Africans, Turkish and Maghrebians are part of minority groups in French society. Some of minority groups member repair what threatening their identity by favourising the dominant/majority group of a society (Sachdev and Bourhis, 1991). In addition, like Brewer (1999) and Aboud (2003), results indicate that children's in-group and out-group attitudes do not appeared reciprocally related.

Perception of the Potential Enemy: How Israeli and Palestinian Students Perceive Each Other's Values

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PoSe4: Wed: 15.00-17.00: M.55

Do Israeli and Palestinian University students share similar values? What do they think about each other's values? Do they believe they are more different than they really are? Rubin et al. (1994) defined conflict as "perceived divergence of interest [values/needs], or a belief that the parties' current aspirations cannot be achieved simultaneously" (Rubin, Pruitt & Kim, 1994). In situations of escalated and open conflict – as the Israeli-Palestinian conflict – the other group tends to be seen as deficient in moral virtue and different from the ingroup in basic values (Struch & Schwartz, 1989). In order to test these assumptions, we used the Schwartz Value Survey and additional scales and asked a sample of Israeli and Palestinian students to rate the importance of different values from different perspectives: from their own, from the perspective of a typical member of their own nation and from the perspective of a student from the other nation. At the conference, the results of the study will be presented and their implications for peace education will be discussed.

The development of Basque identity: School and Family influences.
Basque identity, Subjective vitality, Ethnic consciousness.

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PoSe4: Wed: 15.00-17.00: M.55

The revitalization of languages and cultures in loss is particularly crucial for the minority languages in France. Several researchers of Basque autonomous Community underlined the crucial role of the use and the control of the language in pluricultural situations in adult and children identities (Reizabal, 2004). Our research relates to the processes of development of the children's Basque identity in the Northern Basque Country (French territory) according to the family and school influences. We met 154 children of 2nd and 4th grade in three different school contexts characterized by their linguistic policy. 57 children from the Ikastola (Basque monolinguals school), 37 children in bilingual private schools and 60 children in bilingual public schools were interviewed. 136 parents filled in a questionnaire. The measured variables in the interviews were: membership (Basque, French), auto-categorisation (Basque, French), inclusion capacity, cultural knowledge, spoken language, and subjective linguistic vitality. The measured variables in the questionnaire were: identity Basque saillance, cultural educational practices, positioning with the development of the Basque language and the spoken language to the child. The results showed that children who learn the Basque at the school independently of the context and their age feel and categorise themselves more as Basque than as French. A link was observed between the Basque identity and the use of the Basque language, cultural knowledge and the Basque feeling of membership, and the perception of linguistic vitality and the Basque auto-categorisation. The analysis of the various school contexts only showed an effect of Ikastola for 5 dimensions (Basque auto-categorisation, Basque belonging, cultural knowledge, language use, subjective vitality). The effects of parental transmission were observed for the Basque auto-categorisation, cultural knowledge and the use of the Basque.

The openness of ethnic identity in Estonia

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PoSe4: Wed: 15.00-17.00: M.55

The current study explored the extent to which the Estonian ethnic identity is open to allow integration of other ethnic groups and tried to identify those aspects essential for developing an open ethnic identity. Both quantitative and qualitative methods were used to explore 4 ethnic identity groups: *diffuse*, *closed*, *protective* and *open* identity, which were developed in the current study on the bases of the 2 ethnic identity facets: Ethnic Pride and Ethnic Differentiation (Valk, 2001) and were hypothetically linked to Marcia's (1966) identity development statuses. The *quantitative study* included the Ethnic Identity Scale (EIS) and the NEO Personality Inventory and was conducted with 1753 persons, 1451 Estonians and 302 Russians. The *qualitative study* used semi-structured interviews with 48 Estonian citizens, 33 Estonians and 15 Russians. The developed 4 groups differed in respect to age, personality characteristics and relevant single items. Interviews revealed more interesting facts that helped to conceptualise the 4 groups. The present study suggests that there might be different levels of ethnic identification that reflect the 4 identity development statuses and can be observed similarly among minority and majority group members.

Virtues in the Islamic religion as viewed by Dutch imams

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PoSe4: Wed: 15.00-17.00: M.55

This project means to fill a conspicuous gap in the understanding of Dutch Islam. Most studies concern the organization and social position of the three most important Islamic groups in the Netherlands: Turks, Moroccans, and Surinamese. But we know very little about the contents of faith in these groups, which is in our case measured by the religious virtues these groups endorse. Neither do we know where to place the dividing lines between different groups on this point: is the traditional division into Turks, Moroccans, and Surinamese still viable? Firm knowledge about these matters is a requisite for a nuanced understanding of Islam in the Netherlands.

Questions and Hypotheses: 1.) What virtues do imams consider important? Which are the most important? We expect to find that Muslims agree on most points with Christians in the virtues they consider most important. 2.) What sources do the imams use in preaching virtues? We expect to find an emergent Dutch Islam in which the differences between the traditional important Islamic groups are relatively small. 3.) Do the imams use the internet when preparing for a sermon? If so, what sources and websites do they consult? And if not, why so? We expect younger imams who speak Dutch to make relatively heavy use of the internet. The imams of a stratified sample of 30 Dutch mosques will be interviewed (semi-structured). The sample is arranged mainly according to ethnicity: ten Turkish government mosques, six other Turkish mosques, ten Moroccan mosques, and four Surinamese mosques. The data will subsequently be analyzed both statistically and philologically, in the latter case using traditional methods of Islamic studies.

**Turning Points in Intercultural Marriage:
Experiences of Japanese Wives in the American Culture**

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PoSe4: Wed: 15.00-17.00: M.55

This study examines the tasks and challenges that have faced Japanese women married to American men by focusing on turning points in their marriages. The Retrospective Interview Technique was used to collect data from 20 Japanese women married to American men and residing in the United States.

Eight major turning points were identified: acceptance of marriage by parents (especially Japanese parents); getting married; going to school; going to work; deciding where to live and beginning to live together; educational transitions of children; international moves; taking care of elderly parents. Four major themes also emerged from the interview data: 1) getting acquainted with the cultures and languages; 2) decision making/conflict resolution; 3) family/child orientation; 4) responsibility and obligation.

Gendered and intercultural aspects of the turning points and themes emerged as highly important in the unfolding of these marriages, though overall, these relationships involve challenging and rewarding events similar to those in monocultural marriages. Cultural and language factors interplay with many aspects of intercultural spouses' experiences, including their ways of resolving issues and making decisions. Increasing language proficiency can play a paradoxical role in conflictual relationships. While it is often assumed to improve communication and thus increase satisfaction, it also increases comprehension of criticisms and increases skill at expressing dissatisfactions and insults. Nevertheless, many of the wives, regardless of their level of assimilation or fluency in English, are found to become comfortable in the new culture through making efforts to adjust to it, with or without the help of their spouses.

The Stage of Culture Shock and Styles of Coping in Another Culture

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PoSe4: Wed: 15.00-17.00: M.55

This paper examines the problem of culture shock, which is experienced by people during the acculturation process to a new sociocultural environment, and their style of coping with stressful situations.

The participants in this research were Polish immigrants living in Great Britain, divided into two groups. The first group (10 persons) consisted of people who had been living in London for at least 12 months. The second group (10 persons) comprised emigrants who left Poland at the beginning of the 1980s.

Theoretical part of my dissertation refers to stress theory and styles of coping with stress with emphasis on theory of R. Lazarus and S. Folkman and also S.E. Hobfoll's. The salutogenetic model on the basis of A. Antonovsky's concept of salutogenesis is introduced to support measuring acculturative stress.

The empirical part shows the results of examination using a structural interview based on the theory of culture shock introduced by K. Oberg in 1960, the questionnaire of Sense of Coherence (SOC-29) of A. Antonovsky, and also on some items from The Social Situations Questionnaire of A. Furnham and S. Bochner. The style of coping with stressful situations was measured by The Coping Inventory for Stressful Situations (CISS) of N.S. Endler and J.D.A. Parker.

The first formulated hypothesis was about participant's reactions to their changed sociocultural environment. The second hypothesis predicted that the immigrants being in the third stage of culture shock (in theory by K. Oberg) would chose the emotion-orientated coping as it is the easiest way to cope with permanent stressful situation. The third hypothesis was concentrated on the second group of participants and their style of coping with stressful situation.

The results supported two of the hypotheses. However, for the second hypothesis, and the most important hypothesis for this research, no evidence was found. Young representatives of Polish immigration chose task orientated style for coping with stressful situations.

Relation between intercultural sensitivity and demographics

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PoSe5: Wed: 15.00-17.00: M.155

The 70 males and 125 females volunteered to participate in this research. The demographics (gender, age, international experience, language ability, activities on campus, activities out of campus, and future plan) were also added to examine to understand the relationship between participants' intercultural sensitivity and the demographics. The 12 interview participants included students whose score of developmental intercultural sensitivity tended either toward lower ethnocentric stages or toward higher ethnorelative stages. Gender balance was considered in selecting the interviewees to achieve a balanced sample. Each interview lasted approximately 90 minutes to two hours and was audio taped. The second interviews used the phone or e-mail to clarify some questions or identify some terms of the words after the transcriptions were completed and sent to the interviewees to review. Among 12 interviewees, four interviewees' developmental scales are on high Minimization stage to low-middle Acceptance/Adaptation stage based on the score of the IDI. Two interviewees' developmental scales are on high Denial/Defense and Reserve stage to low-middle Minimization stage. And 6 interviewees' developmental scales are on low-middle Denial/Defense and Reserve stage. The diversity personal experience in their daily life and in their formal education added to the richness of the study.

Diversity makes the Difference: The Influence of Leadership and Organizational Climate on Diversity Outcomes.

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PoSe5: Wed: 15.00-17.00: M.155

Diverse teams have the potential to be more flexible, more innovative and more creative than homogeneous teams (e.g., van Knippenberg, de Dreu & Homan, 2004), however high turnover rates and productivity losses in the workforce show that this is not a simple goal to attain. The present study focused on leadership and organizational climate in relation to positive diversity outcomes, like higher performance, innovativeness, satisfaction and well-being. Earlier research on diversity suggests that an organizational climate, which promotes respect for differences, a learning orientation and tolerance for uncertainty, improves the positive outcomes of diversity (Luijters, van der Zee, & Otten, 2006; Raaijmakers & van der Zee, 2004). In addition to this research our study focused on the critical role of leadership in affecting diversity outcomes and in affecting the relationship between organizational climate and diversity outcomes.

First it was hypothesized that leadership would have an effect on diversity outcomes within a workgroup. We predicted that a manager with a transformational leadership style (Bass, 1985) will have a more positive effect on diversity outcomes within a team than managers with a transactional or laissez-faire leadership style. Second it was hypothesized that leadership style moderated the relationship between organizational climate and positive outcomes of diversity. More specifically, we predicted that the leadership style of a manager would act as a buffer against an ineffective climate or strengthen the effect of an effective climate.

For this study a questionnaire was distributed among a random sample of teams from different offices across the Netherlands of a large employment agency. The first results of this study largely support the hypotheses.

The impact of cultural diversity on the design and usability of consumer products

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PoSe5: Wed: 15.00-17.00: M.155

Our studies are grounded in the belief that culture will strongly be expressed through artifacts. Although in anthropology artifact related references are often linked to 'authentic' culture, we believe that even in mass-produced products one can find traces of the typical culture. The cultural traces can be used to improve human-product interaction and to enhance a product's marketability. In this paper cultural differences were studied on the basis of a comparison between two geographically defined cultures, the Netherlands and South Korea, on preferred design characteristics of consumer electronic products. In the preliminary study, 90 different kinds of consumer electronic products were surveyed through market research and were categorised according to the dependence on local culture to find any influence of culture diversity. Next, an analysis was made of popular stereotypes of microwaves and washing machines, which were found to be closely related to and influenced by local culture. Based on these stereotypes, a web-based survey and a computer-supported in situ experiment were conducted with subjects from both countries. The overall result indicates that popular stereotypes in a country are not always representatives of the local design preferences. More differences were found than common points in the preferred design characteristics for the products between the two cultures. It is concluded, therefore, that people's design preference depending on local culture are not homogeneous regardless of massive globalization. In the end this research results in practical guidelines for designers and companies to design products for humans living in different local cultures

Interpersonal trust across cultures

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PoSe5: Wed: 15.00-17.00: M.155

Trust is one of the key components of our relationships with others. In fact, social relations function through placing trust in friends, family, neighbors, teachers, employers, and politicians. This study examined cultural differences in levels of interpersonal trust toward strangers. Data was collected from countries on three different continents: Ecuador, the United States, and Zimbabwe. Additionally, the study explored cultural differences, on both societal and individual differences levels, which may contribute to cultural variations in interpersonal trust. Findings suggest that cultural differences in levels of interpersonal trust exist. Moreover, both societal and individual level variables were found to be predictive of these variations in trust. The implications of these findings are also discussed.

Assessing the developmental context of minority children: Adaptation of the HOME Scale for Turkish-German toddlers

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PoSe5: Wed: 15.00-17.00: M.155

The purpose of the study was to assess culture-specific aspects of the home environment of toddlers from Turkish migrant families in Germany using an adapted version of the HOME Scale. The original HOME Scale and culture-specific additional items specifically developed for this study were administered to 36 Turkish-German and 35 German families. Findings obtained from the additional items suggest that there are specific environmental conditions which shape the development of Turkish-German children in a different way than that of German toddlers. As cultural and socioeconomic variables were confounding in the compared samples further research should focus on the question whether these differences are culture or SES related. Important practical implications, however, can be derived from the study: We suggest that the home environment of Turkish-German toddlers from low SES families, who constitute the majority of migrant families with Turkish background, can be identified and analyzed using additional qualitative information, in contrast to the prevalent mainstream discourse in Germany that regards these families only as quantitatively deficient as compared to German families.

How Taiwan's Teacher Education Programs Promote Future Teachers' Knowledge of Curricula that Foster Bilingualism in Children

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This study addresses one central issue: How do Taiwan's teacher education programs promote future teachers' knowledge of curricula that foster bilingualism in children? More specifically, the following research questions will be used to investigate that issue:

1. What courses do early childhood education programs in Taiwan offer to the future teachers in order to extend their professional knowledge of language development, language teaching, and bilingualism?
1. What are teacher educators' attitudes toward the second-language learning and bilingualism of young children?
2. From the teacher educator's point of view, what kind of professional knowledge will be needed by future teachers in order to deal with issues relating to children's language development and to foster bilingualism in children?
3. What measures do teacher educators suggest to increase future teachers' knowledge of language development and bilingualism?

The current study will apply primarily mixed methods, including three distinct components: (a) a document analysis, (b) a national survey and, (c) 6 in-depth comparative interviews.

The researcher has assumed that 4-year early childhood education programs have failed (Chang, 2006) to offer proper knowledge about language development and bilingualism to future teachers. A further assumption is that 4-year early childhood education programs should offer courses relating to bilingualism or require a course in bilingualism for future teachers. The researcher has assumed that 4-year early childhood education programs would enhance future teachers' knowledge of bilingual education and language learning in order to serve a diverse society.

Factors of Dutch values

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PoSe5: Wed: 15.00-17.00: M.155

Following a psycholexical approach, several thousands of potential value descriptors were selected from the Dutch lexicon. This set was subsequently reduced according to criteria of relevance to a list of 641 values. Of these, 70 values could be identified as markers of for the domains of values described by Schwartz. We added 25 items from the Schwartz list of values which were not in our list, to complete the set of 641 to 666 value descriptors. These were administered to 634 participants (self- and other-ratings), who had to indicate the extent to which each value was a guiding principle in the life of the target.

Principal Components Analysis was performed on the set of 641 Dutch values, yielding eight factors of values. The eight Dutch factors were correlated with the ten scales measuring the Schwartz value domains. Separately, the 95 (70 + 25) Schwartz markers were factor-analysed using z-scored ratings per person, in order to approach the multidimensional format according to which Schwartz processed his data. Two factors were extracted and compared in a circumplex format to the two-dimensional structure in which Schwartz presents his ten domains of value.

Mutual Self-Enhancement in Japan and the United States

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PoSe5: Wed: 15.00-17.00: M.155

I addressed the debate on pancultural self-enhancement by suggesting that some Japanese enhance their self-worth by praising and receiving praise from others included in the self. I call this process mutual self-enhancement and validated a scale for its measurement in Japan and the United States. Mutual self-enhancement was positively correlated with inclusion-of-other-in-the-self, relational self-construal, family support, and sympathy. Mutual self-enhancement was not related to the interdependent self, collectivism, and approval from others, suggesting that the process involves including others in the self via self-expansion rather than fitting into an interdependent relationship network. Future studies based on the self-expansion model will consider the inclusion of in-group members in the self as an important part of mutual self-enhancement that predicts well-being in Eastern countries such as Japan. In an experimental study of mutual self-enhancement, I investigated self-esteem change in Japan and the USA by examining the interaction of situation and culture. I manipulated source of feedback (self-feedback or feedback from a friend) among Japanese and American pairs in which one member received positive feedback about a bogus creativity test. Both country and source of feedback influenced the general self-esteem of the test takers and the appearance self-esteem of both the test taker and the friend. Relative to the other country, American's self-esteem increased more after self-feedback, whereas Japanese's self-esteem increased more after feedback from a friend. Results suggest that, besides debating whether or not the need to self-enhance is universal, considering the interaction of situation and culture is important for understanding differences in self-esteem change in the East and West.

Empirical Prognoses of Relationship Attainments(on seven gradients over six Psychological Stages)
via eLovePrism's Multiple Profiles, Love Quotients and other Psychometric Indices.

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WS1: Wed: 15.30-17.00: A

This workshop is to report the development, implementation and evaluation of our eLovePrism internet services on intimate relations. The major topics include:

1. Review of the TORP-n-LQ Model and introduction to ElovePrism website, including information webpages, questionnaires, memberships and data types
2. Implementation of eLovePrism website and international service capabilities
3. Illustrations of international empirical applications
4. Maintenance and coordination of international services
5. A user's report and evaluation (from the audience)
6. Implications for scientific studies and clinical and social services
7. International operations and communications

Integration and Mutual Accommodation of Cultural Groups in the Netherlands

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SY10: Thu: 9.00-10.40: A

Immigration in The Netherlands has taken an enormous flight, causing the government, mainstreamers and immigrants to struggle with issues of integration and mutual accommodation. In this symposium a number of papers will be presented focusing on approaches and reactions to acculturation in the Netherlands. First, Choenni will present an overview of the developments in national immigration policies in the Netherlands over the past 30 year, against the background of societal changes. Van de Vijver et al. compare support for multiculturalism among Dutch and Flemish immigrants and mainstreamers and link support for multiculturalism to a number of relevant psychological variables (e.g., ethnic identity). The third paper by Verkuyten et al. examines patterns of cultural and religious identification among ethnic minority members as a function of perceived group rejection. The papers by Giebels and Van der Zee bring issues of integration and mutual accommodation down to concrete professional intercultural interactions. Giebels et al. link difficulties of mutual accommodation to cultural differences in communication styles and power distance rather than to issues of mutual acceptance. Specifically, their paper examines responsiveness of (non-western) crime suspects to police officers during police interviews in comparison to the responsiveness to western crime suspects (mainstreamers). Finally, the paper by Van der Zee et al. examines determinants of anticipated reactions to cultural diversity in a work context as a function of diversity attitudes, nature of the anticipated outcomes (affective versus productive) and familiarity with diversity

National policy for ethnic minorities; the case of The Netherlands

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SY10: Thu: 9.00-10.40: A

National Government policy and the changes in it can be traced above all in the policy documents and reports which are usually part of the annual debates in the Lower House of Parliament. Government policy for ethnic minorities in the Netherlands has evolved in the past 30 years in a way that has been closely related to the size and social position of these groups in Dutch society. The size of ethnic minority groups has increased fivefold in the last 30 years. Moreover, the diversity of ethnic groups has become greater, in particular in the 1990s as a result of asylum immigration. The social position of ethnic minorities has undergone considerable change as a result of general economic developments and the related financial scope of central government. Conceptions of the role of the welfare state and the desirability of administrative decentralisation also play a role in changes in government policy. But also international developments such as the intensification of globalisation through ICT and terrorist attacks conducted and inspired by extremist Muslims in the twenty first century has a huge impact. This paper examines the evolution of national government policy on ethnic minorities from a welfare policy in the 1970s to a minorities policy in the 1980s and an integration policy in the 1990s focussed on the integration of newcomers (recent immigrants) and a policy focussed on shared citizenship and unity in the first years of the twenty first century against the background of such developments.

**Support for Multiculturalism among Mainstreamers and
Turkish Immigrants in Flanders and the Netherlands**

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SY10: Thu: 9.00-10.40: A

A study is currently being carried out in Flanders and the Netherlands which addresses support for multiculturalism, ethnic identity, ethnic hierarchy, self-esteem and bicultural self-efficacy among adult mainstreamers and immigrants. Our study will be described in the light of theoretical frameworks such as Social Identity Theory (Tajfel & Turner, 1979), Realistic Group Conflict Theory (LeVine & Campbell, 1972), and Social Dominance Orientation (Sidanius & Pratto, 1999). We will explore the relationship between the variables using structural equation modeling. Based on previous findings we expect that support for multiculturalism will be higher among immigrants than among mainstreamers (e.g. Arends-Tóth & Van de Vijver, 2003). Furthermore, based on findings from Verkuyten (2005), we expect that support for multiculturalism and ethnic identity is positively related in both immigrant groups, but negatively related in the majority groups. No significant country differences in support for multiculturalism are expected. Generally for the majority group we expect neutral, indifferent average scores for multiculturalism in both countries. Results will be presented and implications will be discussed.

Ethnic, religious and national identity among Turkish-Dutch Muslims

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SY10: Thu: 9.00-10.40: A

Immigration and the presence of minority groups raises important questions about the relationship between ethnic, religious and national identity. Receiving countries are trying to accommodate ethnic and religious differences and immigrants are struggling with the question how their ethnic and religious identities relate to the national category. This question is particularly pressing for Muslim groups in Western countries because these countries tend to define their national identity in secular or Christian terms and because of the increase in islamophobia. The focus in the present paper is on the relationship between ethnic, religious and national identification among Turkish-Dutch Muslim participants. This relationship was examined in three studies. Theoretical predictions derived from social identity theory were tested concerning the role of perceived group rejection and the content of collective identities. Very strong ethnic and religious identification was found. Muslim identification turned out to be more like a nominal (high or 'total' identification) than a continuous variable, and many participants showed low commitment to the national category. Ethnic and Muslim identifications related negatively to Dutch identification, and, in Study 3, also to stronger Dutch de-identification. Further, perceived group rejection was associated with increased ethnic minority and religious identification but also with decreased national Dutch identification. In addition, in studies 1 and 2 the effect of perceived rejection on Dutch identification was (partly) mediated by minority group identification. The findings are discussed in relation to social psychological thinking about group identification, dual identities, and the importance of religion for intergroup relations.

National Identity Development among Palestinian Students in Paradoxical Socio-political Contexts

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PA26: Thu: 9.00-9.25: B

In historical Palestine, Palestinian students receive their higher education in two paradoxically different and contrasting socio-political contexts. Within the "green line" Palestinian university students constitute a small and marginalized minority amongst the larger body of Jewish students in the Israeli universities. In the occupied West-Bank and Gaza Strip, Palestinian students attend inclusive Palestinian institutions of higher education.

This study investigates and compares the concept of national identity as part of the individual's self concept, its developmental process, and its relation to measures of psychological adjustment among Palestinian college students within these two contradictory socio-political contexts. The central assumption is that the importance and relative contribution of the individual's sense of national identity to his or her mental health and psychological adjustment may vary depending on the socio-political context. The study explores the following questions: (1) Is there a significant difference between Palestinian students at Birzeit University and the Hebrew University in terms of the saliency of national identity as a psychological construct? (2) What is the relationship between national identity and some indicators of psychological adjustment such as self-esteem, locus of control and social competence? (3) What is the underlying common psychological structure of the students' Arab-Palestinian national identity? (3) To what extent is the process of national identity development among Palestinian students influenced by their student political activism? (4) What is the cultural relevance of western psychological measures to Palestinian students cross the "green line"? Two identical random samples were selected from the undergraduate Palestinian student population, one from the Hebrew University and one from Birzeit University. The study utilized the following measures: *The Multigroup Ethnic Identity Measure* (Phinney, 1992), *Collective Self-Esteem Scale* (Luhtanen & Croker, 1992), *Internality, Powerful Others and Chance Locus of Control* (Levenson, 1981), *Self-Esteem Scale* (Rosenberg, 1965), and *Texas Social Behavior Inventory* (Helmreich & Stapp 1974).

Intercultural relations *including* Central Eastern Europe:
An identity negotiation perspective

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PA27: Thu: 9.25-9.50: B

This is a conceptual paper, proposing an identity negotiation perspective towards intercultural encounters with people from the various countries and regions of Central Eastern Europe. The paper starts with a brief overview of the approach and its relevance for intercultural communication, following the seminal work of Ting-Toomey (1999). Special attention will be paid to the impact of social representations in intercultural encounters. While identity-based approaches have not been uncommon when dealing with domestic diversity, they have received much less attention in studies on intercultural communication across national borders, which tend to focus on value differences. From an identity negotiation perspective, both values and identities should be considered, taking into account the particular context of an encounter. In relation to Central and Eastern Europe, various forms of potential identity frictions are discussed. Probably the most important one revolves around the question who belongs to Europe, or alternatively, who is new to Europe. On average, people from Central and Eastern Europe have very different views on these questions (feeling strong historical connections to Europe), than individuals from Western Europe (who tend to consider Central and Eastern Europeans as „new” to Europe; and quite often couple this with negative social representations). The sources of these (and other) frictions are put into historical perspective, in particular related to the question how perceived boundaries between the regions have been shifting back and forth over time. Ultimately, the topic of the paper has a paradoxical twist, as it strongly argues *against* viewing the region of Central and Eastern Europe as uniform and distinct. The paper rounds off with some suggestions of dealing with communicative friction on the identity level in an international context. This perspective is *additional* to better known value-based models of reconciling cultural tensions. Special attention is given to the role of Mindfulness, that is, the need to consider each communicative situation in its own context, and to apply concepts and prior knowledge only when observation of the concrete situation merits its relevance.

Intercultural contact and sojourner adjustment:
An identity negotiation perspective

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PA28: Thu: 09.50-10.15: B

Numerous interculturalists have proposed theories to explain the challenges inherent in communication across cultures. Ting-Toomey (1999) put forward the identity negotiation theory (INT) to account for the emotional vulnerability and confusion that people may experience when communicating with dissimilar others. In 2005, she claimed that, "the positive or negative consequences of the identity negotiation process, ultimately, affect the development of quality intergroup and interpersonal relationships" (p. 229). If true, this should concern organizers of study abroad programs as well as anyone who seeks to improve his/her communication across cultures.

This theme of identity security and vulnerability was explored in an ethnographic investigation of the linguistic and intercultural adjustment of Hong Kong university students in England. During a five-week sojourn, they reflected on their experiences across cultures and evolving sense of self. I observed and recorded their behavior and gathered additional information through ethnographic conversations and debriefing sessions. Data consisted of interviews, surveys (pre-departure, sojourn, and post sojourn), pre-sojourn cultural identity narratives, informal discussions, diary entries, and field notes. Using QSR NVivo, a qualitative software program, the material was coded and triangulated to facilitate an analysis of the students' perceptions of their identity, intercultural adjustment, and host-sojourner relationships.

After providing a brief overview of the INT, the presentation will center on my ethnographic study, which tested some of Ting-Toomey's assertions. Data excerpts will illustrate the students' concerns about their identity, adjustment, and relationship-building across cultures as the sojourn unfolded. Throughout the discussion, reference will be made to the core assumptions of the INT and Ting-Toomey's (1999) belief that, "the more competent they [sojourners] are at managing their identity threat level, the more they are able to induce effective adaptation outcomes" (p. 260). The session will highlight the importance of addressing feelings of insecurity and vulnerability on stays abroad.

Globalization and job performance: Intercultural competencies

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Thu: 10.15-10.40: B

Both companies and academia need theoretical models of intercultural competences that can assess the training and assessment of the job performance on the global work place.

The Job performance has been defined in a different sense from the American or the European point of view. At America the job performance has been defined as a "set of behaviors that are relevant for the goals of the organization, and effectiveness as the outcomes that stem from these behaviors. (Campbell,1990)". At Europe the job performance issue has been tackled through the concept of competencies. Bunk (1994) defined this concept as "the body of knowledge, skills, and attitudes that enable a person to exercise a profession, to be able to solve professional problems independently and flexibly, and to be capable of working in his or her professional milieu and in the work organization.

The analysis of the theoretical literature suggested the requirements of the intercultural competencies for the job performance at the global work place are:

- Transversal (Cross Functionality;) given the influence of culture in one's performance of and attitude toward work, regardless of where a person works or what job he or she does.
- Consideration of the most individual and subjective aspects of a person, the influence of the context where these competencies are being practiced.
- Consideration of the technical and social aspects of jobs in multinational companies.
- Allowance for complex strategies and skills for learning, analyzing information, and decision-making to be identified.

The Cross functional Intercultural Competencies have been defined as: "That body of knowledge, skills and attitudes that enable one to aware the personal factors and demands generated by cultural diversity and cope with any incidents that arise in the intercultural company by means of intercultural independent learning and problem-solving that takes other cultures into account." (Aneas, 2003).

Has been developed a great number of methodologies and strategies for the identification of competitions (Gonzi and Athanasou 2000), but can be synthesized as qualitative and quantitative methodologies. For the assessment of Cross functional Intercultural Competencies, we have developed an scale of 29 items,

Sociocultural adaptation and intercultural sensitivity among international instructors of Teaching English as a Foreign Language (TEFL) in universities and colleges in Taiwan

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PA29: Thu: 9.25-9.50: C

This study was prompted by two major objectives. The first objective was to investigate the sociocultural adaptation and intercultural sensitivity of international Teaching English as a Foreign Language (TEFL) instructors in Taiwan's colleges and universities. Sociocultural adaptation depicts how effectively sojourners fit into the host culture (Ward & Kennedy, 1999) while intercultural sensitivity (ICS) is an individual's reaction to cultural differences (Bennett, 1986). The second objective was to assess if seven predictor variables (age, gender, nationality, the length of residence in Taiwan, the length of previous living experience overseas, the length of studying Mandarin, and the frequency of interaction with Taiwanese) were related to these instructors' sociocultural adaptation and their intercultural sensitivity. Two major instruments were used in the study: (1) the *Sociocultural Adaptation Scale (SCAS)* by Ward and Kennedy (1999) was used to assess participants' levels of sociocultural adaptation and their intercultural challenges; (2) the *Intercultural Development Inventory (IDI)* by Hammer and Bennett (2001a, b) was used to measure participants' levels of intercultural sensitivity in accordance with the Developmental Model of Intercultural Sensitivity (DMIS) outlined by Bennett (1986, 1993). Of 176 international TEFL instructors in Taiwan higher education institutions, 44 completed the *SCAS* while 35 completed the *IDI*. The *SCAS* results showed that these 44 international TEFL instructors in Taiwan had a "slight difficulty" in adapting to life in Taiwan as termed in the *SCAS*, but no statistically significant relationships were found between the seven predictor variables and the instructors' sociocultural adaptation. The *IDI* results indicated that the average level of ICS for these 35 instructors was Minimization. Again, these same seven variables were found to be uncorrelated with the instructors' intercultural sensitivity. However, the findings revealed that females were less ethnocentric and more effective in switching their cognitive frames of reference and behavioral codes in intercultural settings than males. Both findings from the *SCAS* and *IDI* imply the need for intercultural training or support programs for international instructors in Taiwan.

Cultural Intelligence/Language: A Barrier to Success

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PA30: Thu: 9.50-10.15: C

The presentation on the language portion of the cultural intelligence model developed by Early and Ang in 2003 will be discussed. It is our contention that language is a major contributor to an individual developing a higher cultural intelligence, and being able to perceive what is really happening in a new cultural environment. Because language is a determinant of our cognition and perception, if we do not have the linguistic framework of the new environment, but only the linguistic environment of our native environment, our conceptual framework will be disabled in the new environment. The presentation will focus on language within the cultural intelligence model and how language affects an individual's cultural intelligence success when crossing cultures; and where language belongs in the cultural intelligence model. Given the findings, a theoretical model of cultural intelligence that includes language as a main effect of cultural intelligence is proposed.

Building Intercultural Business Communicative Competence through Conceptual Curricula: For Chinese Learners

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PA31: Thu: 10.15-10.40: C

This paper puts forward two curricula aiming to build Chinese learners' intercultural communication competence: one for foreign language majors and the other for business majors. Traditionally, the curriculum for foreign language education in mainland China aims to build learner's foreign language skills rather than communication competence, let alone intercultural business communication competence. Consequently, many Chinese international communicators admit, as a recent survey at one of China's leading multinationals indicates, that they have barriers in communicating with their foreign counterparts, whatever their foreign language proficiency is. In line with international theoretical frameworks by Babcock & Du-Babcock (1996,2001), Kulich (2005), Varner(2000) and Wiseman & Shutter(1993), and from a perspective of communication effectiveness at the marketplace, this study first identifies the missing as well as overdue components that aim to shape learner's intercultural business communication competence in the current curriculum of China's foreign language education. Based on these, this study will propose two curricula, each of which consists of four modules: language, communication, business and cross-cultural studies. The two curricula differ from each other with different emphases on their respective communication components for two different majors.

Accommodation in intercultural interactions:
The effects of different influential messages in police interviews as a function of culture

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SY10: Thu: 11.00-12.40: A

Integration requires mutual acceptance and accommodation of behaviors of migrants and native inhabitants. The present study departed from the assumption that in the context of professional contacts such as interaction between police officers and citizens effective functioning requires such an accommodation of behaviors. Content analysis of a recently collected dataset of police interviews (N = 62) with crime suspects from different cultural backgrounds uncovered associations between the use of different influential messages of police interviewers (e.g., rational persuasion, ingratiation; Perloff, 1993; see also Giebels, 2002), the perceived hierarchical position of the police interviewer and interview effectiveness in terms of substantive and relational outcomes. Rational persuasion - a central aspect of most police interviews - appeared to be positively associated with substantive effectiveness in police interviews with suspects from Western low-context communication cultures, but negatively associated with substantive outcomes in interviews with suspects from non-western high context communication cultures. Ingratiation - another key element of most police interviews - seemed to play a more important and differentiating role for non-western crime suspects in that particularly ingratiation in terms of "rewarding" heightened the police interviewer's perceived hierarchical position. In general, perceived hierarchical position of the police interviewer was positively related to substantive success. Implications for research and practice are being discussed.

Colourfulness as a challenge or a threat? Reactions to diversity in the domain of work

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SY10: Thu: 11.00-12.40: A

Arends-Toth and Van de Vijver (2004) suggest that attitudes toward migrant acculturation vary across different domains (home, work, socializing). The same may hold for general attitudes toward cultural diversity. This paper examines Dutch people's evaluations of diversity in a *work* context as a function of experience with diversity, the nature of the anticipated outcomes and diversity attitudes. In a series of studies, student samples evaluated pictures of work groups of varying ethnic and gender composition with respect to a number of group outcomes. Cultural diversity was contrasted with gender diversity; Dutch data were contrasted with data from American subjects (Ufkes, Van der Zee & Paulus, 2007). Interestingly, the data show that *within* the domain of work evaluation of diversity is dependent upon the dimension of evaluation. More specifically, respondents evaluated diversity more positively when it concerned productive outcomes (creativity and performance) than when it concerned affective outcomes (pleasure and identification). As predicted, participants held less positive attitudes towards cultural than towards gender diversity. Also in line with our predictions, individuals with positive diversity attitudes evaluated diverse groups more positively, and were less inclined to favour gender over cultural diversity. Diversity attitudes were also dependent upon experience with diversity, as evidenced by differences in ratings between American and Dutch students.

Acculturation by way of religion? Identity strategies of Moroccan adolescents in the Netherlands

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PA32: Thu: 11.00-11.25: B

The Moroccan community is one of the largest minority groups in the Netherlands. It numbers about 300.000 people, which is about 2% of the Dutch population. Almost half of all Moroccans are under the age of twenty. This research studies identity formation processes of these adolescents. Identity formation can be regarded as the formulation of commitments in different domains in life. An identity crisis may occur, when individuals formulate commitments which are incompatible. This crisis could be more severe among migrants, since they have to deal with two (opposing) cultural backgrounds. The focus of this presentation is: what kind of strategies do Moroccan adolescents use to create coherence between their commitments? The author will present data of 80 adolescents. The *Groningen Identity Development Scale* was used to obtain information on exploration and commitments in seven domains (parents, peers, education, gender, ethnicity, religion, and 'general'). A code manual was developed and applied to all interviews; it consisted of 32 strategies. *Simple coherence strategies* are aimed at abandoning the commitments that cause problems and sticking to the ones that cohere. This can either be in favor of "Moroccan" or in favor of "Dutch" commitments. *Complex coherence strategies* are advanced rationalizations to deal with contradictions. *Religious strategies* are those in which Islam plays an important role in the process of dealing with discrepancies between cultural repertoires. These strategies can be related to Berry's acculturation model. Not using strategies could lead to *marginalization*. Using simple strategies may lead to either *assimilation* or *separation*. Using complex strategies enables the individual to combine the cultural repertoires, which may lead to *integration*. Finally, religious strategies do not automatically lead to one of these outcomes, the outcome depends on the local context (e.g. policy towards Muslims).

Cultural factors in intergroup attitudes:
Individualism-collectivism and attitudes toward the White and Black Others

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PA33: Thu: 11.25-11.50: B

Individuals categorize other people immediately upon meeting them, using visually salient cues, based on race, gender and age; categories are activated almost automatically, along with their stereotypical contents and attached emotions. Placing target within the category leads to more salient category membership, and to shift from interpersonal to intergroup contact. Once a target is categorized as a category member, negative cognitive and emotional effects might occur, e.g. stereotyping, and prejudice. The question arises whether we use negative racial stereotypes each time we meet a person of other race? If stereotyping is an inevitable outcome of intergroup encounter, are there specific factors which can diminish a tendency to stereotyping and make positive attitudes possible? The aim of this study was to examine relationships between collectivistic and individualistic orientation and attitudes toward the others, described as the Blacks and the Whites. Respondents were 120 students (19 yrs). Collectivistic and individualistic orientation was measured with the Singelis et al. "Horizontal and vertical dimensions of individualism and collectivism scale". The Questionnaire "The summer camp" was used to measure attitudes. A student camp was chosen as a place of interaction between members of different national and racial groups. Four events, involved cooperation and competition tasks were described. Participants were asked to evaluate behaviour of target persons representing less or more distant cultures (France, South Africa, Czech, Nigeria). The results showed that there is a positive correlation between horizontal individualism and collectivism, and attitudes toward the Others. However, the best predictor of attitudes to the Black Others was the horizontal collectivism: the higher horizontal collectivistic orientation, the better attitudes toward black French, Nigerians, and South Africans.

Autonomy and relatedness orientations among German and Turkish-German students

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PA34: Thu: 11.50-12.15: B

Regularly non-Western individuals and members of ethnic minority groups in Western societies are assumed to be predominantly collectivistic, while members of the majority population in Western societies are supposed to be generally individualistic. Furthermore the concept of individualism implies the combined appearance of separateness and autonomy while collectivism is associated with relatedness and the lack of autonomy. There is a problem with these construals from a theoretical perspective in the sense that they confound the two underlying dimensions of 'interpersonal distance' and 'agency'. There is also empirical evidence for the distinction of these dimensions and for the coexistence of relatedness and autonomy. The autonomy-relatedness scale developed by Kagitcibasi which allows measuring the contemporaneous existence of autonomy and relatedness, thus the 'autonomous-related self', was applied in combination with other scales to German students and students with Turkish migrant background at a German university.

When the Nail that Stands Out is not Pounded Down:
Priming Vertical Individualism in Japan and the United States

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PA35: Thu: 12.15-12.40: B

Though a traditional proverb in Japanese maintains that “the nail that stands out gets pounded down”, in today’s globalized Japan, there are appropriate situations to assert uniqueness. Indeed, the traditional common view of Japanese being more collectivistic and less individualistic than Westerners is not supported (e.g., Matsumoto, 1999) yet some research has suggested that the lack of cultural difference is due to problems with attitudinal measures involving likert-type scales; a problem referred to as the reference group effect. The present study involved an experiment with measures that are not prone to the reference group effect. We adopted a priming manipulation and randomly assigned American and Japanese undergraduate participants to priming conditions in which they were asked to think about: 1) how they were similar to others, 2) how they were different from others, or 3) the weather (control condition). The dependent measures were the Twenty Statements Test (TST) and a scenario measure of Horizontal/Vertical/ Individualism /Collectivism. Contrary to the common view, Japanese reported more private self statements and less collective self statements on the TST than Americans across all conditions ($p < .001$). Analyses revealed a significant 3-way interaction on the HVIC ($p = .04$) and follow-up analyses revealed a significant Culture X Prime interaction effect only for changes in proportion of Vertical Individualistic (VI) responses ($p = .001$). For Japanese, the proportion of VI responses increased in the Private Self Priming Condition, whereas the proportion of VI responses decreased in the Collective Self Priming Condition (both relative to the control condition). For Americans, there was no difference in the Private Self Priming Condition and a marginally significant contrast effect in the Collective Self Priming Condition (relative to the Control Condition). Results suggest that the mind-sets of (young) Japanese may be primed stand out when it is appropriate to do so.

The Transformation of the Cultural Dimensions

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PA36: Thu: 11.00-11.25: C

In order to verify Chinese and German cultural dimensions discussed by other researchers, the author explored Chinese and German businessmen in an intercultural working setting in Hamburg. The hypothesis is that Chinese businessmen have been transformed to reflect cultural value dimensions closely related to the German businessmen in German fields. These variables of cultural dimensions are developed from one of Hofstede's Five Dimensions, Individualism and Collectivism; Ting-Toomey's Face-Negotiation Theory; Hofstede's Uncertainty Avoidance; Ting-Toomey's Conflict Confrontation concept; Hall's High-Low Context concept and hidden dimension. The five aspects of the analysis are extracted from the author's explorative fieldwork from early 2000 to the middle of 2001. During the analysis process of the fieldwork notes, the author found that these five aspects - individualism and collectivism; face saving and non-face saving; conflict management; time; context meaning and space - vary from the other researchers' theories. In the expert interviews from 2002 to 2005, the author explored the Chinese and Germans based in multicultural and bicultural companies in Hamburg. The analysis of the expert interviews finds strong research differences from other research in these five aspects of cultural differences. The results verify the hypothesis that the Chinese businessmen have greatly transformed their values into German cultural values in order to transform their economic capital in the different social fields and different doxa in Germany.

Diversity in Organizations: On the Effects of Culturally Diverse Workforces in the New Zealand Context

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PA37: Thu: 11.25-11.50: C

Worldwide, workforces are becoming increasingly culturally diverse with organizations facing the challenge of managing diversity successfully. Previous research into the effects of diversity within workgroups gives proof for the potential negative and positive relationships between diversity and group outcomes and are explained by various, sometimes conflicting theories (e.g. on social identity, competition, social dominance, tokenism, inter-group contact or similarity-attraction). How heterogeneous work groups can interact efficiently and effectively is a prominent area of research, but has rarely been addressed on an organizational level. This paper is going to present results of a national organizational survey to understand and explain the effects of cultural diversity and diversity management on organizational outcomes taking the specific New Zealand context into account. Around 300 New Zealand employers, general managers and human resource managers participated in an organizational survey about the composition of their workforce and their experience in managing a culturally diverse workforce to be able to identify critical fields of social inequality and perceived discrimination due to organizational industry, size and ownership as well as migrants' ethnic, national and professional background.

An organizational diversity index was used to test the effects of demographic composition with regard to the employees' national and ethnic background on organizational outcomes, like absenteeism, fluctuation and performance. Employers' attitudes towards diversity and immigration, their multicultural effectiveness and experience as well as the amount of contact among staff were measured to look for their moderating roles and to identify the factors that lead to negative or positive effects in culturally diverse workforces. Based on the findings, practical implications for managing a culturally diverse workforce will be offered to improve communication and cooperation within organizations from a national and international perspective.

Individual differences in self representation: development of a measure of identity orientation and implications for diversity in work groups and organizations

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PA38: Thu: 11.50-12.15: C

The concept of the self is central to an individual's perceptions, evaluations and behaviors. How individuals define themselves influences how they think, feel, and interact with others. An important notion of an individual's self conception is that it can be represented in multiple ways. Traditional research on the self have distinguished between independent and interdependent self representations (e.g., Markus & Kitayama, 1991; Singelis; 1994; Triandis 1989). More recently, this model of the self has been extended by proposing that the interdependent self consist of a relational and collective component (Brewer & Gardner, 1996). In this presentation we will focus on the development of an individual difference measure of identity orientation (identity orientation scale [IOS]) that distinguishes between individual, relational, and collective self representations. Two samples of university students were used to develop and evaluate the psychometric qualities of the instrument. Analyses supported the internal structure and validity of the IOS. Furthermore, gender differences were found with regard to the personal and relational identity orientation. Men appeared to be more personal orientated, whereas women more relational orientated. In addition, we will present some data from an experimental and organizational study, in which we tested whether individual differences in identity orientation can buffer against the negative effects associated with diversity, such as lowered group cohesion and less favorable attitudes towards organizational members who do not share the same characteristics. Results showed that a relational orientation was associated with more identification and more positive attitudes towards 'outgroup' members within the same work group or organization compared to the personal and collective orientation. Apparently, individuals with a relational orientation are less inclined to categorize others into groups and therefore might be more suited to work in a diverse context.

Can online interactions lead to changes in attitude towards those of another culture? An exploratory study with French and American university students.

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PA39: Thu: 12.15-12.40: C

The present study was designed to explore the effect of online intercultural interactions on changes in intercultural attitudes. Despite the growing importance of machine-mediated communication, research on intercultural contact has focused almost exclusively on face-to-face interactions. The question we sought to answer was: is it possible to change attitudes towards those from another culture via mediated communication? Participants were university students in France and in the United States. They were required as part of their course requirements to engage in online interaction with each other. Approximately half had had no previous contact with persons from the other culture. Two attitude measures were administered: 1) twelve Semantic Differential adjective pairs (Osgood, 1957) and 2) a modified version of Neuliep and McCroskey's (1997) revised Generalized Ethnocentrism Scale (GENE). The measures were prepared in both languages. Participants interacted with each other either via instant messaging (synchronous, real time communication) or via online forums (asynchronous communication) in which students posted questions and answers to members of the other culture online for five weeks. Because the French participants were studying business English, students communicated in English. Before and after the interaction period, participants completed questionnaires containing the two attitude measures. Results showed a significant change in attitudes in a positive direction towards members of the other culture after online interaction. There were also significant differences between the French and Americans in the modified GENE scores. Findings and implications of the study will be discussed.

Cultural Intelligence: Scale Development and Psychometric Properties

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PA40: Thu: 11.00-11.25: D

Increased globalization brings together people whose values, customs, and traditions are completely different, if not opposite from one another. Successful interactions in a culturally and ethnically diverse environment require special knowledge and skill, different than those suggested by the traditional models of intelligence. Cultural Intelligence, therefore, is defined as “the ability to successfully function in environments where individuals have experienced different programming” (Offermann & Phan, 2000). Specifically, cultural intelligence indicates three complimentary sets of knowledge and skill: a) understanding of one’s own culture, b) understanding of others’ culture, and c) ability to diagnose and adaptively match appropriate behaviors across situations. Three phases are described in the development of the Cultural Intelligence Survey (CIS): construction, evaluation, and validation. In the preliminary item analysis, a 47-item scale was administered to 335 adults who live in an ethnically diverse metropolitan area. A reduced version of the scale which contains 25 items was administered to a different group of 1,364 adults to examine reliability and validity evidences. Both preliminary and reduced scales showed good internal reliability and strong evidence of discriminative validity. Suggestions for future research using the scale are described

Investigating the Influence of Ethnic Identities and Intergroup Contact on Anxiety/Uncertainty and
Communication Satisfaction –
a Study of Three Chinese Ethnic Groups at a University for Minorities

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PA41: Thu: 11.25-11.50: D

With the rapid economic and social development in China, ethnic minorities are also experiencing great changes in their lives and perhaps in their cultural norms. To what degree present modernization efforts are actually causing shifts in ethnic identity and communication patterns has not received much attention in the research. Both international and Chinese scholars in intercultural research have produced useful work and findings on the formation of ethnic group identities, but actual communication patterns and their effects, both within the group and to those around them have not been studied extensively in China.

This study seeks to examine the interethnic communication between three minority groups (the Uygur, Mongolian and Tibetan minorities) and the Han majority in China, and the three groups' perceived effectiveness of communication with the Han majority. Specifically, several domains of intercultural communication in a Chinese University for ethnic minorities will be studied: ethnic identity (items from MEIM, Phinney, 1992), intergroup contact (items from Shuang, 2006), communication satisfaction (items from Gudykunst, 1994 and Hecht, 1978), anxiety and uncertainty (items from Gudykunst, 1994). Based on a discussion of the relationship of the former domains, several hypotheses concerning the correlations between variables will be tested.

It is hoped that the present study would develop foundations for further interethnic research in China and provide research findings for the government and institutions in responding to certain social and economic developments. The paper will also report on effective strategies to those who communicate in unfamiliar environments. We also hope it could serve as a solid step in furthering studies on intercultural communication in the Chinese context and highlight some of the influences of modernization and economic development.

Comparative research on social and cognitive models of minority ethnic identities: Totonacs (Mexico), Guadeloupean (France), Hungarian (Romania), and Jewish (Argentina)

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PA42: Thu: 11.50-12.15: D

The present study examines cognitive and social identity models of ethnically different minority groups: Totonacs (Mexico), Guadeloupean (France), Hungarian (Romania), and Jewish (Argentina). We present analyses of historical data as well as the results of qualitative interviews on implicit theories of ethnic identity and self-report measures of ethnic identity versus national identity.

The main findings of this study indicate that models of ethnic identity versus national identity differ in every intercultural situation. The role of cultures and social status affect the implicit theories of identities. However all these models are constructed by estimating - along a bi-dimensional cognitive scheme - the differences between minority and national characteristics: rights, interests, behaviors, knowledge, practices, norms and values. The distances between these characteristics determine the social formation of ethnic identity models. We could identify four major models: (1) additional model (Argentina); (2) model of separation (France); (3) defensive model (Totonacs); (4) model of claiming/protestation (Romania). The results are discussed in the light of the literature on acculturation and ethnic identity.

Preferred Organizational Cultures: A Search for General as well as Culture-Specific Characteristics

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PA43: Thu: 12.15-12.40: D

Differences in preferred organizational culture across five national samples (Canada, Germany, South Africa, the United Kingdom, and the United States, $n = 1141$) were examined. The literature suggests that "Anglo" societies (such as Australia, Canada, New Zealand, the United Kingdom and the United States) exhibit a tendency for employees to prefer organizational cultures that emphasize excellence, creativity, and constructive interpersonal relationships while employees in geographical areas such as Latin America, Latin Europe and East Asia report preferences that incorporate hierarchical control, avoidance, conformity, and power in addition to those aspects preferred in the "Anglo" contexts. The *Organizational Culture Inventory® – Ideal* (OCI-I) was used to measure respondents preferences for organizational culture. Using a profile analysis (repeated measures ANOVA), it was found that, as hypothesized, there were significant differences in mean expressed preference levels for different styles of organizational culture across all national samples, indicating that not all styles of organizational culture are equally preferred by employees. Additionally, the profiles of ideal organizational culture for each nation were significantly different in terms of the degree of expressed preference for organizational culture styles as a whole, with participants from South Africa emerging as expressing distinctly different profiles from the other nations, participants from Germany and the United States as preferring very similar organizational cultures to each other but different from the others, and those in Canada and the United Kingdom also preferring organizational cultures that are similar to each other but different from the others in the sample. The commonalities and differences in preferred organizational culture as reflected in these six different national contexts is discussed.

Thinking Outside the Berry Boxes: New Perspectives on Identity and Acculturation

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KS3: Thu: 14.00-15.00: A

Berry's acculturation framework, which identifies four preferences (integration, separation, assimilation and marginalisation) based on two dimensions (cultural maintenance and relationships with the wider society), lies at the core of contemporary acculturation theory and research. His classification of acculturating groups (sojourners, migrants, indigenous people, ethno-cultural groups, refugees and asylum seekers) based on dimensions of mobility and voluntariness of contact has also been widely cited in the acculturation literature. While both of these frameworks are responsible for major advancements in the field, "Berry boxes" can sometimes constrain our thinking about identity and acculturation. This presentation offers a glimpse of three new strands of research that offer fresh perspectives on and extensions of Berry's theorising and point to new directions that acculturation theory and research may follow in the future. The first strand develops the study of ethno-cultural identity conflict, the perception that core components of identity are incompatible or irreconcilable. The measurement and predictors of ethno-cultural identity are described as well as its relationship to psychological and sociocultural adaptation. The second strand reframes the issue of cultural maintenance, considering strategies used by groups to ensure cultural transmission and endurance; it introduces the construct of "motivation for ethno-cultural continuity" and examines its predictors and consequences. The final strand extends acculturation theory and research to relationships between tourists and hosts in the context of international tourism, the most common setting for face-to-face intercultural contact.

Dutch Muslim troopers deployed in Muslim societies

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SY11: Thu: 15.30-17.10: B

"I kissed his hand and placed it on my head, merely out of respect. It's common knowledge in our culture to respect the elderly. He broke down in tears, put his arms around me and held onto me. My commander didn't have a clue about what was happening. I explained this later on." Statement from a Dutch-Turkish Corporal, who was once deployed in Bosnia. He surprised both his commander as well as the concerning local old man by doing simply what was common-or-garden to him. Immigrant workers, political refugees and meanwhile, children of these groups, render multiculturalism to become a common phenomenon nowadays in most western societies, hence also in the Netherlands. Second and third generation children are currently of substantial interest for the Dutch armed forces as they constitute a new recruitment potential. At present, approximately 7% of the Dutch armed forces is composed of ethnic minorities, however there are no specific figures concerning those who profess the Islamic faith. Nevertheless, as today's peacekeeping and humanitarian missions are predominantly situated in Muslim societies, the question whether or not the cultural heritage of Muslim troopers contributes to the mission, seems very much in order here. Contemporary literature has only focused fragmentarily on ways of dealing and interacting with the local population in peacekeeping areas. This paper will elucidate experiences from Dutch Muslim troopers formerly deployed to Bosnia, Afghanistan or Iraq. Furthermore, this study will also bend its mind to the social position of Muslim troopers during times of deployment. Even before terrorist attacks or political murders infused by religious extremism, societal monitors have displayed downward tolerance curves, concerning ethnic minorities. The subject has dominated political and societal discussions worldwide. However, while ethnic minorities have been a generic category in this debate for years, today it appears it has evolved into a discussion only concerning Islam and Muslims, as antagonism in Dutch society is mainly targeted at Muslim immigrants. Relatedly, this study will also accentuate and embroider on the token position of Muslim troopers within the Netherlands armed forces.

Management during Military Peace Operations:
Novelty or Necessity?

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SY11: Thu: 15.30-17.10: B

A widespread misconception about waging war or even peacekeeping is that it necessarily involves a considerable use of fire power. Thus, the art of war is often portrayed as the way of the gun; a lethal exchange that ends all communication with an explosion of violence. A close examination of (civil) military operations renders a more subtle and integral perspective on the complexity of military strategies. Analyses of military expeditions that have taken place in war-stricken countries such as Afghanistan, Burundi, and East-Timor have taught us that language, and more precisely the susceptibility to erroneous use and the tenuousness of the command of regional vernaculars, is one of the most precarious aspects of international dialogue. Since war is apparently less about guns and more about engaging in conversations, the term 'language management' has been introduced within the field of military discourse to denote the process of disentangling the fine layers of language, the fabric that constitutes international communication. This paper illustrates the importance of language management through the investigation of the components that have amounted to the linguistic conflict between predominantly the Flemish and French soldiers within the Belgium military force regarding the monolingual, read French oriented, organization of the army at the beginning of the twentieth century and the complicating effects of the language barrier on the military expeditions as experienced by members of the Dutch Armoured Units in the Dutch East Indies during the World War II. The theoretical analysis of these particular historical events form the reference for other more contemporary linguistic issues within the field of international civil and military corporation such as the multilingual context of international military operations at Kabul International Airport and the intervention of local and military interpreters supporting Dutch Peacekeeping units during military and civil encounters in such regions as Bosnia and Iraq. Furthermore, this paper is part of a preliminary study aimed at the design of a research methodology consisting of a survey, observations on location, case studies and socio-psychological experiments in order to validate the effect of language management during peace keeping operations, more specifically the intervention of translators during military negotiations. Language management as a medium for both the communication of sociopolitical interests and mediation, if not the settlement of military conflicts, should thus be viewed not as a new branch of intercultural communication but instead as its critical rectification, an innovative tool for exploring the reach of civil military cooperation.

"How about Pasta and Beer?" Challenges of German-Italian cooperation in Kosovo.

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SY11: Thu: 15.30-17.10: B

Based on own field work this talk will be about international cooperation between German and Italian troops deployed in Kosovo. Despite surprising and not so surprising cultural differences and stereotypes, the cooperation went remarkably well: apparently, pasta and beer can go together. However, there were major obstacles to interoperability, in response to which the servicemen developed specific coping strategies. This presentation tries to identify both the obstacles and the coping strategies developed by the servicemen while practicing multinational military cooperation. The results will be placed in a general framework that will lead to the analysis of intercultural issues emerging in international peace support missions.

Everyday Life in Kabul; experiences from Belgian soldiers working in a multinational context

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SY11: Thu: 15.30-17.10: B

This presentation focuses on the everyday life and intercultural encounters of Belgian military personnel participating in the International Security Assistance Force (ISAF) in Kabul. Some important features of the ISAF operation are the gathering at the same place of military personnel from more than 30 countries and from different units. The objective is to analyze this new sort of multinational work setting and, in particular, the types of contacts Belgian military personnel have in their daily work and leisure time with personnel from other national contingents (external diversity) but also with compatriots from other units, other components or from the other linguistic Belgian community (internal diversity).

Different ways to get insulted: Individual and cultural factors in shaping emotional reactions

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PA44: Thu: 15.55-16.20: A

The impact of culture on emotional responses to insults has been studied from various perspectives. For example, research has shown that respondents from more collectivist countries reacted more intensely to family-related insults (Cohen & Nisbett, 1994; Rodriguez Mosquera et al., 2002). Two cross-cultural scenario studies are presented. In Study 1, self-reported emotional experiences and reactions to self-related and family-related insult scenarios were investigated in 5 cultural groups, i.e., Dutch, Moroccan-Dutch, Turkish-Dutch, Antilleans, and Dutch living in the Antilles. Variance in emotional responses is explained in terms of the type of insult (targeted at the self or at a family member), independent and interdependent self-construal, and cultural group. In Study 2, the impact of norms on emotional reactions to self-related and family-related insults was addressed by priming Chinese and Chinese-Dutch participants with norms on emotional reactions. Differences between groups are explained in terms of salience of norms, type of insult, individual differences in social desirability, and cultural group. In general, results indicated that across cultures insults directed at the self evoke more emotions than insults directed at a family member, but individual-level self-construals affect reactions to insults when directed at the self. Results are discussed in terms of individual-level and culture-level factors.

From acculturation theory to intercultural training:
An adequate theoretical model for applied science

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PA45: Thu: 16.20-16.45: A

This is a theoretical/conceptual proposal. In my view the two fields are kept at some distance though they should be held as two sides of the same coin; i.e. of basic and applied science (or profession). Partly responsible for this alienation is the popular Berry's model of acculturation which has no links to the field of training. An alternative is a cultural model of acculturation being developed by the present author and also by researchers on "culture switching frames" (Benet-Martinez). In this alternative model, acculturation is conceived as acquisition of skills, values, modes of expression and coping with incompatible elements of two or more cultural heritages. Preferences, which are at the core of Berry's model are of no importance here. The content of training contains the same elements (for instance critical elements, assimilators, shaping new skills, etc). These conceptual and practical elements will be demonstrated with reference to intercultural trainings that the author and his colleagues have conducted over years.

Is There Culture in Acculturation Studies?: Critical Analysis of the Current Acculturation Research

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PA46: Thu: 16.45-17.10: A

This presentation provides a critical analysis of research in the psychology of immigration and acculturation. Based on an examination of the publications on these topics in the *Journal of Cross-Cultural Psychology* and the *International Journal of Intercultural Relations* over the span of five years: 2000-2005, the author will discuss, among other topics, the following aspects of the discontent with acculturation psychology research: the lack of a psychological definition of acculturation and the limitations of the theoretical analysis of the acculturation process; the absence of the cultural analysis of the home and host cultures for acculturating individuals; the dominance of a cross-sectional design that is not suitable for studying a process that stretches over time; the lack of longitudinal comparative studies; the dominance of the ill-related model of acculturation based on the idea of culture shock as a distressful event, with practically no acknowledgment of the positive, growth-provoking consequences of immigration and acculturation; very few references to the research conducted by sociologists and anthropologist; and finally, no account or explanation of the various “paradoxes of acculturation”. In conclusion, the author will provide some suggestions regarding the improvement of acculturation research.

Leadership in Western Europe: Five broad behavioural dimensions

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PA47: Thu: 15.30-15.55: C

For the first time this research identifies a common factor structure for five broad behavioural dimensions of leadership in a role set analysis of Dutch, English and German managers: 17 Dutch managers plus 160 role set respondents (boss, colleagues and direct reports); 11 English managers, 110 respondents; and 13 German managers, 119 respondents. These factors are found in parallel studies within each nation. After controlling for response bias, one standardised sample was prepared in which the five factors account for 65% of the variance. The five factors comprise three broad behavioural functions of leadership (production, relationships and innovation oriented) and two broad behavioural types of decision making (participative and directive). As hypothesized all five dimensions predict leadership effectiveness. The three functions predict perceived leadership effectiveness in all samples supporting earlier findings by Ekvall and Arvonen (1991). Participative decision making predicts effectiveness in all samples whereas directive decision making predicts effectiveness in the English sample only. As hypothesized participative and directive decision making account for additional variance in the relationships between behavioural functions and effectiveness and there are variations in these findings across samples. It is common to associate general role requirements for production and relationship oriented leadership functions with situation contingent requirements for directive and participative types of decision making. This research proposes and supports the argument that this is a continuing source of confusion in advancing knowledge and understanding of leadership. In many situations there are likely to be complementarities between production, relationship and innovation oriented functions and performance whereas directive and participative types of decision making are likely to be dualities. This research includes measures of charismatic influence and inspirational motivation. Consistent with earlier findings from factor analysis (Yukl, 1999) items in these measures cross load on the three broad functions. Accordingly these functions are likely to provide a more parsimonious way of organizing findings about leadership behaviour than findings from research on transformational leadership. Attention is given to the implications of these findings for global leadership.

A comparative study on the influences of organizational communication tactics and procedural justice on Japanese and U.S. workers' attitudes and behavior

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PA48: Thu: 15.55-16.20: C

The objective of the present study is to explore how superior-subordinate communication in organizations (i.e., organizational communication tactics) and perceived organizational justice (i.e., procedural justice) affect Japanese and U.S. workers' trust in supervisors and organizations, job satisfaction, and motivation when they were informed of bad and unexpected results. Bad news such as rejection of some proposals and unexpectedly low performance appraisals can result in losing trust in management and lowering job satisfaction and motivation. However, good communication between decision makers (e.g., superiors) and the recipients of the decisions (e.g., subordinates) and perceived justice of procedures of the decision making (i.e., procedural justice) could alleviate those negative attitudes and behavior and even promote justice feelings. A theoretical model is built with communication tactics as exogenous variables, perceived procedural justice as moderator or mediator, and trust, job satisfaction, and motivation as endogenous variables. Based on the theoretical model, several hypotheses will be constructed. The data were collected both in Japan and the U.S. In Japan, the questionnaires were distributed to the graduates and workers who were assigned to a business school in Tokyo and sent back to the researcher by mail. In the U.S., there were two ways for collecting data. The questionnaires were distributed to MBA students in two business schools. In addition, the researcher also asked a U.S. company that could distribute the digitalized questionnaires to their customers and collect the data through internet. In total, 1,048 completed questionnaires (423 Japanese and 625 U.S. workers) were collected (valid questionnaires were 1,008). In order to test the hypotheses, structural equation modeling will be used. A multiple group analysis will be conducted to find the similarity and differences between Japan and the U.S. in the structure of the relationships among communication tactics, procedural justice, and three organizational attitudes and behavior.

Multiple Approaches toward Explicating the Core of Culture

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PA49: Thu:16.20-16.45: B

The historical discourse of explicating the core elements of culture has largely arisen from various interpretations of the iceberg illustration. The western (American) discourse of cross-cultural communications started from 1) imagined sameness - attempts to describe a homogeneous kind of cultural personality (national character studies, e.g. Gorrer). This was then represented by 2) value studies, an idealized attempt to highlight the prominent beliefs and attitudes of a culture's mainstream (Kluckhohn, Rokeach, Kohls, Althen). Growing multicultural realities then pushed this toward 3) diverse cultural identity representations (either of sub/cultural groups, e.g. Hecht et al, or conceptions of whiteness Martin, Nakamaya). Post-modern relativism has pushed this further toward either 4) personal or in-group identity clarification or 5) power inequality studies (the British Culture Studies paradigm). So how can we frame attempts to clarify the "core of culture" or attempts that argue there is no cultural core? This paper will first put forward a heuristic paradigm for evaluating values and identity studies from their epistemological and ontological assumptions. Then the paper will seek to evaluate the validity of such a frame from Chinese eyes. As Chinese writers and scholars seek to understand the transitions that are underway in Chinese culture these past decades, the paper will seek to chart out the approaches toward core cultural clarification, from Sha's (sociology) and Yang's (indigenous psychology) emphasis on the Chinese national personality, to Hu's (intercultural pragmatics) and Kulich's (social-psychology) approaches. English language teachers and intercultural scholars are issuing calls for renewed values studies during this time of transition - is there also a need for new studies of identity? If so, from what frame? These divergent approaches to cultural inquiry will be analyzed for their contribution to understanding Chinese culture today.

Social support and job satisfaction across 13 countries.

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PA50: Thu: 16.45-17.10: C

We investigate the relationship between social support and job satisfaction across cultures. It is proposed that the relationship between social support and job satisfaction will be affected by the type and source of support and the culture in which this relationship is being investigated. Social support types include instrumental and emotional support from organizational members, including supervisors and co-workers. An example item is "My immediate boss treats me with respect." Job satisfaction consists of multiple work-related facets, including pay, benefits, supervisor, co-workers, work environment, work content, career opportunities, and human resources practices. An example item is "Overall, I am satisfied with my pay." Beehr and Glazer (2001) propose that people from different countries will vary in their perceptions of various forms of social support (e.g., emotional or instrumental support) from different sources of support. Glazer (2006) supports some of these propositions, finding that emotional social support from the supervisor is greater and instrumental peer support is weaker among people in Anglo and Western European countries than Eastern European and Asian countries. This study goes one step further by comparing across 12 European countries, plus the USA (represented by 46,518 individual respondents), the relationship between both different forms and sources of support and various facets of work-related satisfaction. Cultural implications of findings will be discussed in terms of Schwartz's (1999) culture values, House et al.'s (2004) culture value research from GLOBE, and Hofstede's (2001) culture values.

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